DOCUMENT RESUME

ED 348 561 CE 061 810

AUTHOR Watson, Wendy; Bate, Barbara
TITLE Partnerships in Literacy: A Guide for Community Organization and Program Development.
INSTITUTION British Columbia Ministry of Advanced Education, Training and Technology, Victoria.; National Literacy Secretariat, Ottawa (Ontario).
REPORT NO ISBN-0-7718-9127-X
PUB DATE 91
NOTE 225p.
AVAILABLE FROM Provincial Curriculum Publications, Marketing Dept., Open Learning Agency, 4355 Mathissi Place, Burnaby, British Columbia, Canada, V5G 4S8 (order no. VA0118).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS Adult Literacy; *Community Cooperation; Community Organizations; *Community Programs; *Cooperative Programs; Coordination; Corporate Support; Demonstration Programs; Foreign Countries; Illiteracy; *Literacy Education; Material Development; *Program Development; *Program Implementation
IDENTIFIERS Alberta; British Columbia; Ontario

ABSTRACT

This document addresses literacy partnerships and presents a guide for community organization and program development. Section 1, "Developing a Community Literacy Organization," provides a framework for planning. It covers getting started, becoming a society, building a strong board, conducting effective meetings, accessing the media, conducting a public awareness campaign, fund raising, and hiring staff. Section 2, "Implementing a Community Literacy Program," presents a framework for design. Topics include delivery models, marketing and promoting, recruiting volunteers, tutor training, credentialing literacy practitioners, assessing learners, selecting and developing materials, matching tutors and learners, inservice training, keeping records, recognition, and program evaluation. Samples, forms, and print and organizational resources are provided for most topics in sections 1 and 2. Section 3, "Literacy Partnerships," describes innovative projects that represent examples of collaborative partnerships in literacy in British Columbia, Alberta, and Ontario. Projects are in these categories: libraries, media, family literacy, business/labor (public and private sector partnerships), and advocacy groups (national and provincial). Section 4, "Community Literacy Programs and Projects," presents survey responses from 37 respondents. Each description gives name, coordinator and telephone number, purpose of organization, start-up, structure, funding, literacy awareness projects, instruction/service projects, and fundraising activities. A list of 94 references is appended. (YLB)

VA0118

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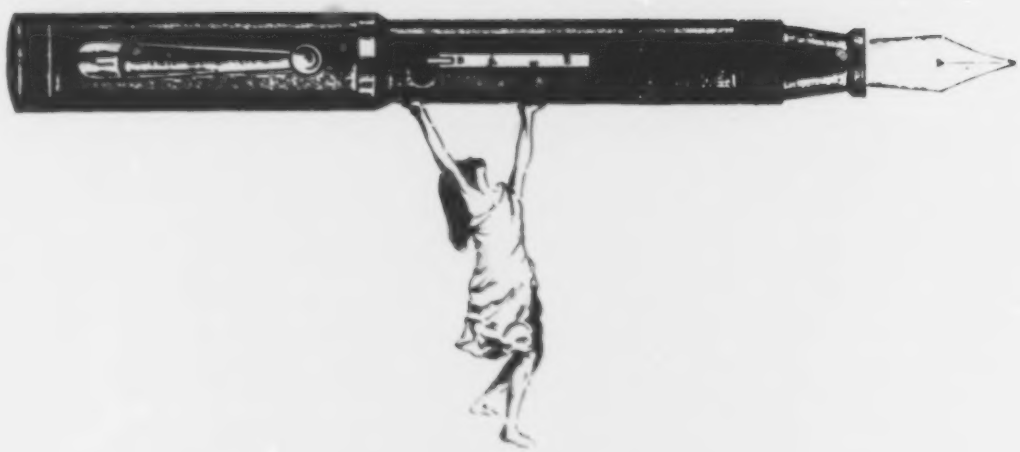

PARTNERSHIPS *in* LITERACY

A Guide for Community Organization and Program Development

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PARTNERSHIPS IN LITERACY

A Guide for
Community Organization
and
Program Development

Written by:

WENDY WATSON and BARBARA BATE

Fraser Valley College

for the
Province of British Columbia
Ministry of Advanced Education, Training & Technology
and the
Department of the Secretary of State of Canada
National Literacy Secretariat
1991

Canadian Cataloguing in Publication Data
Watson, Wendy
Partnerships in literacy

Includes bibliographical references: p.
ISBN 0-7718-9127-X

1. Literacy programs - British Colubmia. 2. Literacy - Government policy - British Columbia. I. Bate, Barbara. II. British Columbia. Ministry of Advanced Education, Training and Technology. III. Canada. National Literacy Secretariat. IV. Title.

LC154.2.B7W37 1991 374'.012'09711 C91-092338-8

For further information regarding adult literacy, please contact:

Provincial Literacy Coordinator
Ministry of Advanced Education, Training and Technology
Parliament Buildings
Victoria, B.C. V8V 1X4

To order copies of this publication, please contact:

Provincial Curriculum Publications
Marketing Department
Open Learning Agency
4355 Mathissi Place
Burnaby, B.C. V5G 4S8
Telephone: (604) 431-3210
Toll Free Telephone in British Columbia: 1-800-663-1678
Fax: (604) 431-3333

Order Number: VA0118

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ACKNOWLEDGEMENTS

WRITERS: **Barbara Bate and Wendy Watson**
Fraser Valley College

EDITOR: **Moira Gutteridge**, Fraser Valley College

WORD PROCESSING: **Doris Lockwood**, Fraser Valley College

COVER DESIGN: **Marcus Braun**, Fraser Valley College,
Graphics Design Program

PRINTER: **Abbotsford Printing**, Abbotsford

REVIEWERS: **Patti Barnes**, Northwest Community College
Linda Mitchell, Literacy BC

Special Thanks:

The writers would like to thank **Norma Kidd**, Literacy Coordinator, Ministry of Advanced Education, Training and Technology for her support and encouragement; **Bob Warick**, Director, Information Services, Fraser Valley College for his help with design and production; **Thomas Quigley**, Vancouver Public Library, for reviewing "The Library as a Literacy Partner"; **Audrey Thomas**, Literary Consultant, for reviewing "Program Evaluation" and **Maureen Stephens**, Okanagan College, for reviewing the section "Implementing a Literacy Program".

The writers would also like to thank everyone who responded to the Community Program Survey and everyone who was interviewed or submitted information which contributed to the writing of this book. These contributions were greatly appreciated.

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INTRODUCTION

This project was inspired by the 1989 Report of the Provincial Literacy Advisory Committee to the B.C. Ministry of Advanced Education, Training and Technology. A significant recommendation of this report, "Opening the Doors to Lifelong Learning: Empowering Undereducated Adults", addressed the need for a community-based approach for literacy:

> "Business, labour, community organizations, libraries, native organizations, colleges, and schools have partnership roles to play in every community."

As literacy instructors, we were aware of the valuable literacy resources already produced in British Columbia. However, it was through our involvement in local and provincial literacy organizations that we became aware of the need for a document which addressed literacy partnerships and which also presented a guide for community organization and program development. Literacy education is a community responsibility involving educators, employers, union groups, service groups, libraries, literacy volunteers and, most importantly, the learners themselves. No one group or institution acting alone can effectively develop a comprehensive community literacy program that meets the diverse needs of all members of the community. Therefore, *Partnerships in Literacy* is based on the philosophy that cooperation among community groups is essential to a successful community literacy strategy.

This book focusses on four major areas:

- Developing a Community Literacy Organization: a framework for planning.
- Implementing a Community Literacy Program: a framework for instructional design
- Literacy Partnerships: examples of innovative projects; and
- Community Literacy Programs and Projects: survey responses.

We trust this publication will help beginning literacy groups develop into strong organizations. We also hope the ideas and the examples presented here will encourage new directions in literacy partnerships for both developing and established organizations.

CHANGING DEFINITIONS OF LITERACY

In the last few years, the words "literacy" and "illiteracy" have become familiar terms. Literacy has been discussed widely in the press and on television in media campaigns leading up to International Literacy Year. However, there is no universally agreed upon definition of the terms "literacy" or "illiteracy". As our society changes, so have perceptions about literacy. Community literacy groups and educational institutions need to consider their interpretation of these terms in the context of their communities; what an organization agrees on as a definition of literacy will shape programs and activities. A narrow definition may restrict activity; a vague definition (or no definition) will leave the group without a clearly articulated focus for its literacy activities. The group should select a definition that reflects the reality that many adults who can read still need and deserve literacy upgrading in order to be able to function effectively on the job and in the community.

Perceptions about functional literacy in this country have changed dramatically in the twentieth century. In the 1940's, a grade 5 education was considered functional literacy. As the demands of our society grew more complicated, this grade level was gradually increased to grade 9. According to 1986 Census figures, 256,800 British Columbians have less than grade 9 education. However, as demands of the information age continue to grow, grade level equivalency is quickly becoming irrelevant. For many entry level jobs a high school education is essential. Grade level equivalencies are also misleading because many people with less than grade 9 educations are highly literate, self-taught individuals, whereas others who have been to school longer continue to struggle with reading and writing tasks.

UNESCO Definition

Recognizing the limitations of grade level equivalency definitions, UNESCO (1978) proposed a definition of functional literacy which considers the many "kinds" of literacy that exist in specific cultural, social and economic settings. UNESCO defined functional literacy as the ability:

> "to engage in all those activities in which literacy is required for effective functioning of one's group and community and also for enabling one to use reading, writing and calculation for one's own and the community's development".

This definition recognizes that literacy is a relative term which depends on individual context rather than an absolute, "either-or" concept as suggested by grade level equivalencies. Literacy allows individuals to function in society; it also empowers them both as individuals and as community members.

Southam Literacy Survey

In 1987, the Southam News Group conducted a literacy survey. Southam took the approach that an arbitrary grade level definition of literacy was an inadequate measure of the complex skills needed to survive in today's society. Southam devised an inventory of 10 essential literacy tasks that all of us are required to do in our daily lives -- tasks ranging from finding a number in the telephone book, to filling out a form, to finding an item on an income tax table.

These tasks were developed by a jury panel of Canadians from all walks of life. People who got 3 out of the 10 items wrong were considered functionally illiterate. According to the Southam Survey, 360,000 British Columbians (17% of the adult population) cannot read or write well enough to cope with the demands of contemporary society. Nationwide, 4.5 million Canadians fall into the category of functionally illiterate. It's important to note that Southam used the definition of literacy developed in 1985 by the National Assessment of Educational Progress (NAEP) in the United States:

> "Using printed and written information to function in society, to achieve one's goals and to develop one's knowledge and potential"

Like the 1978 UNESCO definition, this statement goes beyond an arbitrary grade level definition to recognize that literacy is defined by the demands of the society we live in and that it is this skill that allows us to participate fully in that society.

Survey of Literacy Skills Used in Daily Activities

Most recently (1990) Statistics Canada published results of a survey of functional reading, writing and numeracy skills of Canada's adult population (*Survey of Literacy Skills Used In Daily Activities*). The survey was conducted through in-home interviews of a representative sample of 9,500 Canadians aged 16 to 69. Like the Southam Literacy Study, this survey consisted of a series of tasks based on the kinds of literacy and numeracy skills needed in everyday life.

This survey's intent was to build on Southam's finding by providing more detailed information on the reading, writing and numeracy skills of a larger sample base. Statistics Canada recognized that literacy skill is not an "all or nothing" condition; skill in literacy is a continuum. Survey consultant Stan Jones includes the following quotation in the 1990 *Survey Guide*:

> "It seems more appropriate to represent functional literacy as continuously distributed, with various points along the continuum indicating different levels of functioning. (Kirsh & Guthrie, 1981)".

A significant result of the study is the breakdown of individual test scores into one of four levels, numbered 1-4. The *Survey Overview* describes these levels as follows:

- Level 1 Canadians at this level have difficulty dealing with printed materials. They most likely identify themselves as people who cannot read.

- Level 2 Canadians at this level can use printed materials only for limited purposes such as finding a familiar word in a simple text. They would likely recognize themselves as having difficulties with common reading materials.

- Level 3 Canadians at this level can use reading materials in a variety of situations provided the material is simple, clearly laid out and the tasks involved are not too complex. While these people generally do not see themselves as having major reading difficulties, they tend to avoid situations requiring reading.

- Level 4 Canadians at this level meet most everyday reading demands. This is a large and diverse group which exhibits a wide range of reading skills.

Highlights of the report include the following:

- 16% of Canadians (2.9 million) have reading skills too limited to deal with written material encountered in everyday life (levels 1 and 2). This figure includes individuals at Level 1 (5%), Level 2 (9%) and respondents who did not attempt the text because they reported having no skills in English or French (2%).
- 22% (4.0 million) can use reading materials to carry out simple reading tasks within familiar context with materials that are clearly laid out (level 3). However, this group does not have sufficient skills to cope with more complex reading materials.
- 62% of Canadians aged 16 to 69 have reading skills sufficient to deal with everyday reading requirements (level 4).
- Secondary school completion shows a strong relationship to everyday reading skills. Only 8% of Canadians with high school completion are at levels 1 and 2, while 70% have skills that permit them to meet daily demands (level 4).

Significantly, the more sensitive measure of this 1990 Statistics Canada survey identifies considerably more Canadians with literacy difficulty (6.9 million) than the Southam Literacy Survey identified (4.5 million).

Most troublesome for educators and all concerned citizens is the 22% or 4.0 million Canadians at level 3 who can function with everyday reading skills but do not have the ability to handle more complex reading materials such as news analysis articles and editorials. These people are effectively disenfranchised as fully functioning members of a democratic society. Although the survey clearly indicates the strong correlation between high school completion and reading ability (70% of high school graduates were at Level 4) a significant number of these graduates (22%) were also rated as Level 3, and 8% were rated at Levels 1 or 2. Many of these adults are now turning to adult literacy classes to improve their abilities to read critically both at home and on the job.

CHANGING DEFINITIONS OF LITERACY

A Human Definition of Literacy

Recent discussions of literacy (Scholes, 1989) (Kazemak, 1990) (Venezky, 1985) have supported an alternate view of literacy which characterizes literacy in terms of its value to the individual, focussing on personal, social, and cultural contexts:

> "Literacy is a personal, social, cultural, contextual gender-related and constructive process whereby a particular individual builds meaning with a particular text depending on particular purposes for reading and writing. It is first and foremost an end in itself although it may serve as a means to other ends" (Scholes, *Protocols of Reading*, 1989).

Educators such as Frances Kazemak are concerned that our current concern with statistics surrounding literacy rates in Canada may lead to impoverished literacy education in the next decade - one which emphasizes skills and training instead of encouraging personal development: "Literacy education as opposed to literacy training is a longterm process which incorporates the whole range of language functions" (Kazemak, "Understanding Literacy as a Developmental Process," 1990). Kazemak believes that educators have a responsibility to see that notions of literacy are not simplified to stress skills over human development. These considerations are particularly significant for community literacy organizations and educational institutions considering workplace literacy partnerships where the immediate demands of the workplace can contribute to the notion of literacy as primarily skill acquisition. John Ryan, Coordinator, International Literacy Year Secretariat, UNESCO, in his opening address to the Literacy 2000 Conference at Douglas College in October 1990 suggested the following perspective for literacy educators:

> "As educators we have a duty and obligation to ensure that literacy is not designed merely to fit individuals into jobs. Education, by any meaningful definition, must offer not only training in particular skills, but an opportunity to develop one's full human potential - one's knowledge, values and talents".

CHANGING DEFINITIONS OF LITERACY

For further discussion on definitions of literacy, consult the following:

- *Adult Illiteracy In Canada*. Council of Ministers of Education, Canada, 1988.
- *Adult Illiteracy In Canada: Identifying and Addressing the Problem*. Council of Ministers of Education, Canada, March 1988.
- *A Search for the Meaning of Becoming Literate: An Interpretive Inquiry*. Lynn Hunter: Province of British Columbia, Ministry of Advanced Education, Training and Technology, 1990.
- *Broken Words: Why Five Million Canadians are Illiterate*. Peter Calamai. The Southam Literacy Report. Toronto, Ont.: Southam Press, 1990 (Revised)
- *Education for Critical Consciousness*. Paulo Freire. New York: Seabury Press, 1973.
- *Encouraging Adults to Acquire Literacy Skills*. Audrey Thomas. Ottawa, Ont.: National Literacy Secretariat, 1990.
- *Illiteracy and Human Rights*. Louise Miller. Ottawa, Ont.: National Literacy Secretariat, 1990.
- *Literacy 2000: Make The Next Ten Years Matter* (Conference Summary). ed. Patty Bossort, Gillies Malnarich, and Cathy Monnastes. Ministry of Advanced Education, Training and Technology, 1991.
- *Measuring the Costs of Illiteracy in Canada*. Canadian Business Task Force on Literacy. Toronto, Ont.: Canadian Business Task Force on Literacy, February, 1988.
- *Native Literacy Research Report*. Carmen Rodriguez and Don Sawyer. Salmon Arm, B.C.: Native Adult Education Resource Centre, 1990.

- *Pedagogy of the Oppressed*. Paulo Freire. New York: Seabury Press, 1973.
- *Protocols of Reading*. T. Scholes. New Haven, Conn.: Yale University Press, 1989.
- *Toward Defining Literacy*. ed. R. Venezky, D. Wagner and B. Ciliberti. Newark, Delaware: International Reading Association Publication, 1990.
- "Understanding Literacy as a Developmental Process". Frances Kazemak: in *Literacy 2000: Make the Next Ten Years Matter* (Conference Summary) ed. P. Bossort et. al. Ministry of Advanced Education, Training and Technology, 1991.

"GOOD PRACTICE" STATEMENTS

In Canada, adult literacy is a young field with early roots established as recently as the sixties. The seventies saw major program development, with additional growth in the eighties. However, toward the end of the eighties people began to discuss the need to review this rapidly developing field, and questions were raised about the quality of literacy programs. These inquiries led literacy experts to give serious attention to the issue of what constitutes an effective adult literacy program.

According to Audrey Thomas, a B.C. literacy researcher, the British have used the term "good practice" for several years now in attempts to define the operational parameters for the adult literacy field. The U.S. Department of Education's Division of Adult Education has developed a set of "Quality Standards for Adult Education Programs" which have been applied to Adult Basic Education (ABE) programs. In May 1988, the International Reading Association (IRA) passed a Resolution calling for the development and promotion of "standards" for volunteer tutoring programs and the training of literacy volunteer tutors", and "evaluation standards for literacy programs." Also in 1988, the executive of the Adult Basic Education Association of British Columbia endorsed a statement of "Quality Literacy Programs".

In 1989, Thomas wrote the *Adult Literacy Volunteer Tutor Program Evaluation Kit*. In her work, she identified seventeen components of a quality literacy program. She then developed a "good practice statement" and supporting conditions for each component. The components were described as Good Practice Statements. Reprinted here, they underlie and provide direction for the work in this book.

- ***Philosophy***
  A quality adult literacy program has a clearly written philosophy or mission statement which is communicated to the people involved with the program and is reviewed regularly.

- ***Planning***
  A quality adult literacy program regularly plans and sets goals and objectives consistent with its philosophy. It carries out these activities in a participatory manner.

- ***Community Involvement and Linkages***
  A quality adult literacy program is aware of the resources and needs of the community in which it is located. It establishes and maintains links with various referral sources and community agencies as well as other relevant educational programs and organizations. It regularly reviews its community and organizational relationships.

- ***Awareness Activities - Recruitment, Public Relations, Advocacy***
  A quality adult literacy program initiates a community awareness program to attract potential learners and volunteers and to gain support for the program and literacy issues from other sectors of the community.

"GOOD PRACTICE" STATEMENTS

- *Access*
  A quality adult literacy program operates from an identifiable and accessible location. It provides flexible time and place arrangements for instruction and facilitates access to other learning opportunities.

- *Facilities and Equipment*
  A quality adult literacy program operates in facilities which are comfortable, adequately serviced and equipped to meet administrative, instructional and program support needs.

- *Administration*
  A quality adult literacy program uses paid professional staff and is consistently well-managed and run.

- *Participation*
  A quality adult literacy program encourages the participation of learners and volunteers in as many different aspects of the program as possible consistent with its philosophy.

- *Staff Training and Development*
  A quality adult literacy program uses well-trained professional staff who keep up-to-date with developments in the field.

- *Tutor Training*
  A quality adult literacy program offers tutors a comprehensive training program which is presented using a variety of instructional techniques and group formats.

- *Volunteer Tutor Support Services*
  A quality adult literacy program provides a broad range of support services for its volunteer tutors.

- *Learner Assessment*
  A quality adult literacy program uses a variety of flexible, learner-centred assessment procedures when learners enter the program, while they are being tutored and when they leave the program.

- *Learner Support Services*
  A quality adult literacy program provides a broad range of support services for its learners.

- *Instructional Strategies*
  A quality adult literacy program uses instructional strategies which help adult learners progress towards their learning goals.

- *Materials*
  A quality adult literacy program uses a wide variety of instructional materials appropriate for adults and consistent with the program's philosophy, as well as a wide variety of supplementary support and resource materials.

- *Program Evaluation*
  A quality adult literacy program engages in ongoing evaluation to assure program effectiveness and involves learners, tutors, staff and other interested parties in the process.

- *Funding*
  A quality adult literacy program has adequate, ongoing funding to provide necessary resources for staffing, facilities, materials and other support services the program needs to fulfill its mission.

DEVELOPING A COMMUNITY LITERACY ORGANIZATION

Getting Started
Becoming a Society
Building a Strong Board
Conducting Effective Meetings
Accessing the Media
Conducting a Public Awareness Campaign
Fundraising
Hiring Staff

FRAMEWORK FOR PLANNING

GETTING STARTED

Assembling the Group

A community literacy group which is just starting out should seek broad-based representation in the founding committee. Although the initial numbers of the core group may be small, the more representative of the community the group is, the more broad-based the support for the group will be. Potential partners for a community literacy organization include:

- program deliverers (college and school board ABE instructors and administrators, community literacy program representatives, workplace literacy program representative, volunteer tutors).
- adult literacy learners
- library representatives
- community service providers (community services agencies, multicultural service agencies, Big Brothers/Sisters, etc).
- government workers (social workers, CEIC representatives)
- local native community leaders
- Service clubs (Soroptimists, University Women's Club, Rotary, Lions, Salvation Army).
- church group representatives
- business, labour and political leaders
- media representatives
- Interested individuals (community volunteers)

The founding committee will decide the purpose or direction of the group and form the base of the first board of directors for the new organization/society. Although this core planning group can include representatives from any of the groups listed above, the founding committee needs to be made up of people who not only have an interest in literacy, but who also have the time, commitment and energy to get an emerging group organized. A busy college board member, labour union representative or community politician, for example, may be very interested in literacy, but may only have time to offer advice occasionally.

Deciding on Direction/Purpose

Initial meetings of the group should involve discussion about the direction the group is going to take. Early meetings will need to consider:

- assessment of current literacy services in the community
- needs not met by those services
- geographic area to be served

Gathering data about needs can take the form of an informal survey based on knowledge of the group participants, or, if resources are available, a more formal community needs analysis can be done. Most of the necessary data for determining community needs will be available in the community - the task involves identifying and compiling sources of data.

Each member of the committee should take an active role in the needs analysis research. Group members will contribute to the needs analysis from the perspective of the constituency group they represent: for instance, a social worker, rehabilitation worker or school board representative may gather data on low levels of literacy skills and high drop out rate among teens. A representative from the labour union may report on literacy needs of local millworkers.

Based on results of the informal needs analysis, the group will need to consider purposes and direction for the literacy organization. These purposes can include:

- information exchange
- community awareness
- resources and referral
- program delivery
- advocacy
- community project management[1]

Writing a Mission Statement

Ask each member of the planning committee to write one sentence which describes the group and its purpose: its reason for existence. After each member of the group has done this, write the sentences on a flip chart. From these individually written mission statements, identify words and concepts everyone agrees on. The group can then construct a mission statement which encompasses the common elements in the individual statements. The mission statement should be broad enough to encompass the most compelling goals or purposes of the organization, yet

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[1] Source for this list: Shannon-McColl Consulting Ltd.: *Building Community-Based Coalitions to Promote Literacy*: Draft Document, p.5.

precise enough that specific goals and objectives can be written based on the mission statement. The following example is the mission statement for Literacy B.C.:

> Literacy B.C. is a provincial coalition whose mission is to promote literacy, to support literacy learners, to develop community partnerships, and to present a united voice on literacy.

Based on this mission statement, Literacy B.C. identified the following goals for the organization:

- to foster and develop cooperative partnerships in literacy
- to promote the development and implementation of access to literacy programs
- to initiate, establish, and maintain liaison with all levels of government
- to initiate, establish, and maintain provincial communication among learners, tutors, instructors, and other individuals and organizations
- to assist in the development of literacy activities
- to encourage leadership and involvement of students in all literacy activities
- to promote public awareness of literacy issues
- to encourage research and evaluation in all aspects of literacy

Preliminary Action Plan

The group will then want to consider a course of action. Although initial group projects might be very modest, it is important that this new organization focus on one or more practical activities relevant to the community within a few months of coming together as a group. Nothing dispels the energy of an emerging organization faster than the feeling that all the group does is "get together and talk about literacy". Initial activities might include a resource directory, a conference or workshop, a speakers bureau, or a jointly-sponsored literacy lecture series. Each member of the group should have a chance to contribute, so there is a group feeling of movement, activity and accomplishment.

For further information on getting started as a community literacy group, consult:

- *Resource Guide for Literacy Practitioners*, Ontario Ministry of Education, Literacy Branch, Toronto, Ontario.
  Available from: Tracy Odell, Project Coordinator
  Ministry of Education, Literacy Branch
  626 Church Street, 6th Floor
  Toronto, Ontario M4Y 2E8
  (416) 326-5400

BECOMING A SOCIETY

Once the group has agreed on a mission and goals statement and has started on a preliminary action plan, it is time to consider becoming a registered society. Incorporation as a registered, non-profit society gives a local group credibility in the community. Potential donors know that the group is now responsible to the provincial government and will be held accountable for disbursement of monies donated. Registration as a non-profit society also limits liability of members of the group. That is, individual members are not personally liable for the organization's debts and responsibilities. Society status also gives the group legal recognition. Unincorporated groups cannot legally enter into contracts. This is particularly important if the group intends to hire staff at any point in the future.

Step One: Gather the Necessary Documents and Resource Information.

Becoming a society is not difficult. It does, however, require gathering and filling out specific government forms. For complete instructions contact:

Office of the Registrar of Companies
940 Blanshard Street
Victoria, British Columbia
V8W 3E6
Telephone: 387-7848

The Office of the Registrar of Companies will send documentation and forms (including sample constitutions) which enable the group to

- Reserve a legal name
- Prepare a Constitution and Bylaws
- Submit all required documents

The Office of the Registrar of Companies will also advise the group to obtain a copy of the *Society Act*. The *Society Act* is available from:

Crown Publications
546 Yates Street
Victoria, B.C. V8W 1K5
Telephone: 386-4636

Contact Crown Publications to find out the current charge for this document.

Step Two: Reserve a Name for the Society

The organization must submit its first choice for a name and a back up choice to the Registrar of Companies. The Registrar of Companies will then conduct a name search to ensure that there is no other group in the province with a name similar to or the same as the name chosen by the group.

The legal name for a literacy association cannot begin with the word "literacy"[1] and must include the words "society", "association" or "club". A group may wish to identify itself by geographical location (eg: Fraser Valley East Literacy Association or Houston Literacy Society), or the group might want to develop an acronym such as H.E.A.L (Help Empower the Adult Learner) or ALLOW (Adult Literacy Learners on the Way).

Since Project Literacy Kelowna was the first group in B.C. to register as a society using the phrase "Project Literacy", the Ministry of Finance and Corporate Relations requires that all groups wishing to use that phrase get written permission from Project Literacy Kelowna. If the group wishes to use the phrase "Project Literacy" in its name, write to: Project Literacy Kelowna, Box 1886, Station A, Kelowna, V1P 8P2. The letter of permission from Project Literacy Kelowna accompanies the name search request letter to the Registrar of Companies. At this date, the cost for initiating a name search is $30.00. The phone number for the Name Search Division of the Registrar of Companies, (address same as above) is 386-2893.

Step Three: Prepare a Constitution and Bylaws

Preparing a constitution and bylaws sounds intimidating, but if the group is just starting, it can write a "bare bones" constitution using Schedule A of the Society Act and adopt the Society Act generic "Schedule B" bylaws. The sample constitution forms sent by the Registrar of Companies include this very basic option, simplifying the incorporation process for new, non-profit societies. This simplified approach will cover the needs of most non-profit organizations. The constitution and bylaws can be amended at a later date if the needs of the organization change.

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[1] For example, the legal name of Literacy B.C. is (LBCS) Literacy, B.C. Society. The abbreviation LBCS was added to comply with B.C. government regulations.

BECOMING A SOCIETY

The Constitution

To meet the requirements of the provincial government, the only essential elements of the constitution are the following:

- the name of the society
- the purposes of the society (mission and goals)

If the group wishes to apply to Revenue Canada for charitable tax status at a later date[2], the purposes of the society should not include any direct references to "advocacy of political action". Listing political activity or lobbying as a purpose may make the society ineligible for charitable tax status.

The constitution may also include the following components:

- a wind-up clause
- a non-profit clause
- unalterability clause

The wind-up clause, non-profit clause and unalterability clause are all requirements set by Revenue Canada for eligibility for charitable tax status. Although not required by the provincial government, they should be included to keep this option open for the future. The wind-up clause states what will be done with the society's assets if the group disbands. (Revenue Canada wants to be sure that individual society members will not benefit financially if the society dissolves). The non-profit clause states that members of the society will not receive income from the society: (that is, board members are not paid for their duties as board members). The unalterability clause states that the non-profit clause and wind-up clause will not be changed. Revenue Canada wants to be sure that the group will not change its intent in these clauses at a later time.

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[2] Note: Contact Revenue Canada regarding charitable tax status at the following offices in British Columbia:

Penticton: #277, Winnipeg Street, Penticton, B.C. V2A 1N6 (492-9200)

Vancouver: #1166, W. Pender Street, Vancouver, B.C. V6E 3H8 (689-5411)

Victoria: #1415, Vancouver Street, Victoria, B.C. V8V 3W4 (388-0121)

or, call the following toll-free number in Ottawa: 1-800-267-2384.

The Bylaws

The sample "Schedule A" constitution forms sent by the Registrar of Companies provide three options regarding bylaws:

- Form 1: Requires no typed bylaws; the group agrees to accept the Society Act general "Schedule B" bylaws.
- Form 2: Requires no typed bylaws other than specific changes or exceptions to "Schedule B" bylaws, as requested by the group
- Form 3: Requires typed bylaws

A new non-profit literacy society is advised to use Form 1 for the first year. The "Schedule B" bylaws are very broad and should cover the needs of the group as it gets organized.

Step 4 Submit Required Documents with Payment

Write a cover letter to the Registrar of Companies[3] which indicates the intent of the group to register. Enclose the following:

- Constitution and Bylaws in duplicate
  (Form 1, Form 2 or Form 3)
- A list of the first directors with home addresses
  (Form 4)
- A notice setting out the address of the society
  (Form 5)
- A certified cheque or money order payable to the Minister of Finance. (At current writing the cost is $60.00).

For more information on becoming a society in British Columbia, consult:

- *Forming and Managing a Non-Profit Society in Canada*. Flora McLeod. Self-Counsel Press, 1986.
  Available from: Self-Counsel Press,
  1481 Charlotte Rd.,
  North Vancouver, B.C. V7J 1H1

[3] A sample cover letter (Form #6) is included in the *Society Act*.

BUILDING A STRONG BOARD

The board of directors is the "heart" of the non-profit literacy society. The board of directors sets policy: it defines, interprets and monitors the group's goals and objectives. The board is responsible for upholding the constitution and bylaws, managing finances, directing planning and organizational operations, managing staff and liaising with the community. Board members must ensure that minimum legal requirements for operation of a non-profit society are met. The board prioritizes goals and assumes or designates responsibilities for carrying them out. In short, this is the group that directs and performs the work of the society. A strong, working board will fulfil these functions, providing the group with leadership, continuity, and clear lines of authority.

Board Structure

Most boards of non-profit organizations have approximately seven to fifteen members. The board should be large enough to adequately represent the society and to divide the workload, but not so large that meetings become unwieldy and impersonal. Boards include voting and nonvoting members. Nonvoting members sit on the board in an advisory capacity: examples include the society's executive director or a representative of an affiliated organization. Board members may be chosen on the basis of geographical or interest group representation or as members at large, bringing specific skills to the group. As the diagram on p.27 indicates, the board structure includes an executive committee and a number of permanent and special projects (ad hoc) committees.

Executive Committee

The executive committee must consist of a minimum of three members: president, secretary and treasurer. Most groups also have one or more vice presidents. The executive officers may be elected by the membership at large or by the board of directors as part of an internal structuring of duties. An internal election of the executive committee by the board members has several advantages. The board can meet for the first few meetings to determine goals and priorities for the term of office and then elect the executive committee as part of a group-oriented process which considers the evolving, working dynamics of the group.

The executive committee meets between regularly scheduled board meetings. This committee is responsible for carrying out the routine business of the board between meetings and drawing up the agenda for board meetings. The executive committee consists of the executive officers; it can also include permanent (standing) committee chairs.

Each executive member will have general duties as defined by the job description for that office, plus specific duties assigned by the board, such as chairing key board committees. Many new organizations make the mistake of not assigning specific duties to the vice president, thus failing to utilize the skills of the vice president and overloading the president. The vice president should be given frequent opportunities to chair board meetings. (The vice president is the most likely successor to the president). The vice president should also chair one of the organization's key subcommittees. Another common mistake of young organizations is a narrow interpretation of the job of secretary as a primarily clerical position. The secretary, like other members of the executive committee, should be given the opportunity to exercise leadership in the organization as chair of a subcommittee or coordinator of a special project.

Standing and Ad Hoc Committees

Standing committees are permanent subcommittees set up by the board. These committees make recommendations to the board on areas of on-going concern such as public relations, finance, personnel and membership. Ad hoc committees are special committees set up for a particular purpose such as a special project or event, fundraising campaign and disbanded when that purpose has been fulfilled. Committees are vitally important both to the work of the board and the development of the organization. Committees divide the workload, allow for decision-making between board meetings, utilize the skills of board members and contribute the development and job satisfaction of board members. Although committees are chaired by a board member, they can include society members who are not on the board and members of the community chosen for their expertise. Committees serve as vehicles to train society members for board membership and to draw in skilled community members to the organization.

As part of its organizational structure, the group should also have a permanent membership/nominating committee. This committee considers criteria for board membership, procedures for nominating and electing new board members at annual general meetings and a special procedure for replacing board members who quit during the term.

Recruitment

The first board of directors for the non-profit literacy society will be made up largely from the core of the members of the founding (planning) committee. Although some of the members of that initial group will not have the time to make an ongoing commitment, the group needs a significant number of these people for organizational stability. As a rule, organizations should strive as part of their recruitment policy to have roughly equal numbers of old and new board members to promote both continuity and vitality to the developing board. A two year term of office allows for rotation of board members, creating the desired balance of old and new members at all times.

In recruiting new members, boards should also recognize that people of diverse backgrounds and skills will add strength to the organization. Learners should actively be recruited for board positions. The group should brainstorm special skills necessary for board development (e.g. management, fundraising, media relations, public speaking, research) and keep these needs in mind when recruiting new members. See "Getting Started" p. 13 for list of potential partners for a community literacy organization). Broad-based community support will add strength to the board and credibility to the organization.

Before new board members are chosen or elected, they should have the opportunity to become familiar with the organization, attending informal meetings with board members to discuss issues of concern to the organization and interests and goals of the prospective member. The nominating committee should ensure that all potential board members are committed to the goals of the organization and that they are willing to adhere to basic board member regulations such as serving for a definite term of office and attending board meetings regularly.

Orientation

Board members need to be oriented to the responsibilities and benefits of board membership. The first few meetings of a new board should allow for informal discussion regarding short and longterm goals of the society, and terms of reference for the board (specific objectives and responsibilities). Find out the interests and skills of individual board members and how they wish to contribute to the work of the board.

It is a good idea to develop a "board manual" for new board members which gives an overview of the association and clearly states expectations, responsibilities and benefits of board membership. A manual in a three ring binder can be updated on a regular basis. The board manual includes items such as:

- the society's mission and goals statement
- short description and history of organization
- constitution and bylaws
- organizational structure chart
- board member's regulations and responsibilities
- board member job descriptions
- descriptions of programs and projects
- financial statement
- minutes of past meetings
- samples of brochures, advertisements, press releases
- names, addresses and phone numbers of board members

Support, Recognition, Acknowledgement

Volunteer board members have rights [1] as well as responsibilities. They have the right to fully understand the nature of the commitment they are making before they begin, to receive orientation to the job, to perform worthwhile, challenging work, to develop skills and leadership potential, to receive feedback on their performance and, above all, to be acknowledged for their efforts. Everyone has a fundamental need for recognition. Volunteer boards need to recognize this and act on it. This recognition can be informal: for example, thank you notes, oral performance appraisals ("You set out to raise $1,000 for the organization and you did it - thank you!"). Recognition can be more formal and public: recognition at meetings, special recognition dinners, announcements in the paper, or even regional or national recognition. The Canadian Library Association awards for Literacy Volunteers for International Literacy Year, 1990, were a good example of public volunteer recognition on a national level.

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[1] Suggestions for the section "Support, Recognition, Acknowledgement" originate from the Vancouver Volunteer Centre Workshop "Essentials of Successful Boards".

Board Development

The board of a non-profit literacy society will consist of individuals who not only have different skills and expertise to bring to the board, but who also have varying levels of experience as members of a volunteer board. Nevertheless, the board must learn very quickly to function as a cohesive unit, directing and facilitating the work of the organization. There can be plateaus in the effectiveness of organizations and difficulties when organizations to struggle to define their roles, or attempt new and different activities (e.g. fundraising, hiring and managing staff, developing programs or services). All volunteer boards can benefit from training.

The Vancouver Volunteer Centre sponsors a valuable training program for volunteer boards. "The Boardwalk Program", co-sponsored with the United Way of Canada, is a series of twelve, three-hour workshops. As the following diagram indicates, these workshops are organized into five major topic areas:

TOPICS	SAMPLE WORKSHOP TITLES
1. Organizational Operations	. Essentials of Successful Boards . Legal Issues
2. Planning	. Planning . Evaluation
3. Community Relations	. Marketing . Public/Community Relations . Cooperative Action . Managing Change
4. Finance	. Financial Decision-Making . Fundraising
5. Human Resources	. Personnel . Operational Strategies for Boards

These workshops are available throughout the province, led by trained, volunteer session leaders (available day and evening, weekdays or weekends). The group might wish to take all 12 sessions or to focus on an issue of particular interest and concern (e.g. fundraising, hiring and managing staff). The sessions are $300 each, but the Volunteer Centre will negotiate on a sliding scale ability-to-pay basis for groups with limited financial resources. Groups with limited financial resources should also consider the "Technical Assistance Fund" (co-sponsored by the Secretary of State, Vancouver Foundation and the United Way) which provides funds for board development training. Groups can get application forms from any of the three sponsors for this financial assistance.

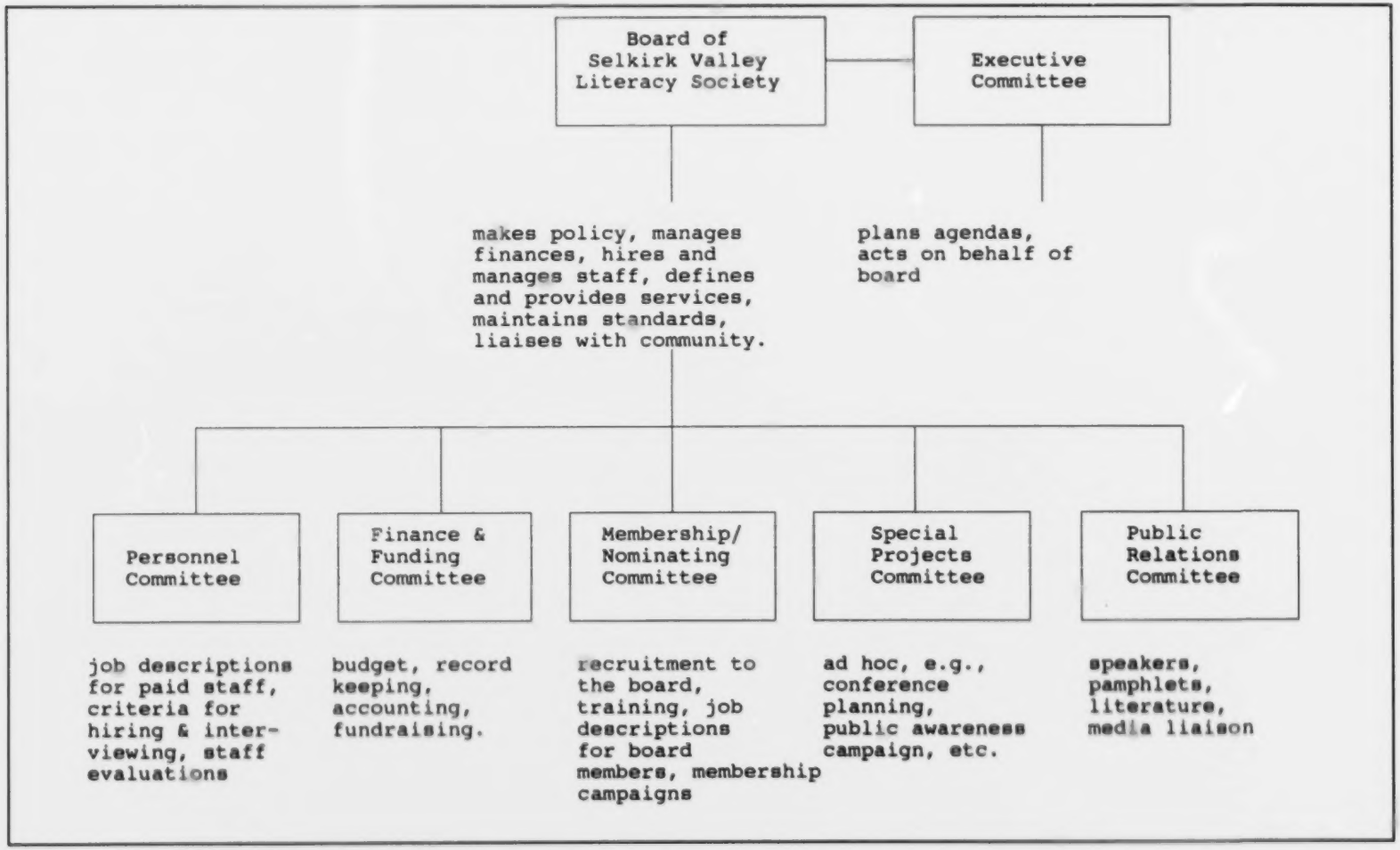
For more information about "The Boardwalk Program" contact:

Contact Person: Cheryl Milton
Coordinator, Boardwalk Program
Vancouver Volunteer Centre
#301-3102 Main Street
Vancouver, B.C.
875-9144

Evaluation

At least yearly, the board needs to review its progress toward meeting the goals and achievements of the society. In order to do this, the board needs to have set itself clear objectives (terms of reference) which indicates how the board intends to fulfil the goals and objectives of the organization as stated in the society's constitution. In addition, the organization should also develop the practise of evaluating projects and programs it sponsors on an ongoing basis. For example, each membership drive or fundraising drive should have clearly defined, measurable objectives. Board policy should encourage members to have a positive attitude toward evaluation as feedback for future activities. For instance, the evaluation report of the committee responsible for a membership drive can contain helpful "how-to" information (forms, brochures, posters, statistical information) which helps next year's committee create a more effective process. Evaluation is essential to the continuing evolution of the group as a whole.

BOARD STRUCTURE DIAGRAM - SAMPLE


Board of Selkirk Valley Literacy Society
Executive Committee
makes policy, manages finances, hires and manages staff, defines and provides services, maintains standards, liaises with community.
plans agendas, acts on behalf of board
Personnel Committee
Finance & Funding Committee
Membership/ Nominating Committee
Special Projects Committee
Public Relations Committee
job descriptions for paid staff, criteria for hiring & interviewing, staff evaluations
budget, record keeping, accounting, fundraising.
recruitment to the board, training, job descriptions for board members, membership campaigns
ad hoc, e.g., conference planning, public awareness campaign, etc.
speakers, pamphlets, literature, media liaison

* This diagram is adapted from Forming and Managing A Non-Profit Society in Canada, by Flora McLeod: Self-Counsel Press Ltd., 1986.

CONDUCTING EFFECTIVE MEETINGS

The tone of an organization is set by its meetings. Good meetings unite and energize the group, and end with members feeling they have accomplished something - that their time was well spent. An unsuccessful meeting leaves its members feeling drained, unproductive and with a feeling that nothing was accomplished: "All we did was talk". The following guidelines can help keep meetings effective, productive, and, best of all, brief:

- **Have a Goal-Directed Agenda**

  A goal-directed agenda is the most important tool for running an effective meeting. Write agenda items as specific action phrases rather than vague headings. For example, "Fundraising" as an agenda item tells a group very little. The phrase "Selection of fundraising action plan" helps the board to focus on the task and give appropriate feedback. The agenda should also indicate desired action for that item. Is the item presented for "Discussion" or for "Decision" or "Recommendation"? Finally, a suggested timeline beside each item indicates to the group how much discussion each item on the agenda is to receive. See Sample Agenda at end of this section, p.33.

- **Arrange Agenda Items to Start and Finish Positively**

  Schedule items that require energy and creativity early in the meeting. It's advisable to start with an item which is likely to promote harmony and unity before proceeding with a potentially divisive topic. Always try to end a meeting with an unifying agenda item.

- **Start on Time**

  This is the most important meeting rule. If the meeting is scheduled to start at 7:00 p.m. start at 7:00 p.m., even if some people have not arrived. People quickly learn to come earlier next time if they arrive ten minutes late and the meeting has already started.

- **Negotiate Agenda Timeline**

  The first order of business is to get consensus agreement on timeline listed for agenda items. The group may agree to table non-essential items in order to give time to more significant issues. Also, get consensus agreement at the beginning of the meeting on any additional agenda items suggested by the group, on the timeline for the item(s) and renegotiated end time. This prevents members from indefinitely prolonging meetings by introducing new and possibly contentious items at the end of the scheduled agenda.

- **Set an "Ideal" Meeting Length and Stick to It**

  Since very little is accomplished at business meetings after two hours, this should be the outside length of meeting for any board that meets regularly. An hour and a half is recommended length of time for most meeting purposes.

  If an agenda item does threaten to overtake the meeting, the chair can help to control the process by giving the group a choice. "If we can agree on a course of action in the time allotted for this item, that's fine. If not, we will set up a working committee to report and recommend before next month's meeting" (Jay, 1978). If this course of action is agreed upon before discussion starts, then the group will not feel like it has "failed" if consensus is not reached on the item.

- **Don't Do Committee Work at Board Meetings**

  The "board meeting from hell" syndrome generally occurs when the board is attempting to do work that should be accomplished at committee level. The board meeting is not the place for random suggestions and brainstorming. An idea which will need a wide ranging discussion, unlimited by time constraints, should be dealt with first by the appropriate standing committee or a specially convened ad hoc committee. The committee work should be brought as recommendation to motions, or just for discussion. The board can then hear the focused results of the committee's work and provide input or make recommendations.

CONDUCTING EFFECTIVE MEETINGS

- **Follow Parliamentary Procedure**

  The group should follow an agreed-upon form (or modified form) of parliamentary procedure for keeping order and making motions. (See recommended references at the end of this section). One aspect of parliamentary procedure frequently misunderstood by groups is the logical ordering of discussion to motion. This misunderstanding can result in long, unwieldy meetings. Beginning groups tend to carry on unfocused discussions-in-search-of-a-motion, thinking that once the motion is made, discussion stops and a vote immediately ensues. In fact, the purpose of a motion is to initiate and focus discussion. A motion facilitates group decision-making, enabling members to respond to a specific idea or plan and to brainstorm alternatives. After discussion, the motion can be rephrased as necessary and voted on.

- **Encourage Participation, Discourage Polarization**

  The chair should encourage participation from all members. If a member is monopolizing a conversation, Anthony Jay in "How to Run a Meeting" suggests the chair can engage others by seizing on a phrase the "conversation-hog" has used and directing it at another member: "'Learning disabilities network' - very interesting. What do you think of that idea, Joan?"

  Seating arrangement can also facilitate group functioning. If a member tends to be garrulous or obstructionist, the chair can help control that member by sitting next to him or her. Sitting side by side tends to make confrontation more difficult; sitting opposite facilitates opposition or conflict. All group members should be seated to facilitate interaction. Try to avoid "blind corners" in the seating arrangements.

For further information on conducting effective meetings, consult the following resources:

Print

- *Chairing a Meeting with Confidence: An Easy Guide to Rules & Procedure* by Kevin Paul: Self-Counsel Press, Vancouver, B.C., 1989.
- "How to Run a Meeting" by Antony Jay, *Harvard Business Review*, March-April 1976, p.43
- "Point of Order", *The ABC's of Parliamentary Procedure*, S. Dearfield, Ma: Channing L. Bete Co. Inc., 1990, copyright 1974.

CONDUCTING EFFECTIVE MEETINGS

Films

- *Meetings Bloody Meetings,* starring John Cleese, International Tele-Film
  (30 minutes colour; includes supplementary booklet: "How to Run a Meeting")

- *More Bloody Meetings,* starring John Cleese: International Tele-Film
  (30 minutes, colour, supplementary booklet "More Bloody Meetings")

These videos are available through community college media services departments throughout B.C. or through:

International Tele-Film Enterprises
1200 W. Pender Street, Ste.#601
Vancouver, B.C. V6E 2S9
Tel: 685-2616

CONDUCTING EFFECTIVE MEETINGS - SAMPLE AGENDA

SELKIRK VALLEY LITERACY SOCIETY
Board Meeting
Monday, February 19, 1991
7 - 9 P.M. Central Library
Selkirk Valley

A G E N D A

1.	Any additional agenda items?	7:00	
2.	Adoption or amendments to minutes of January meeting	7:05	
3.	Correspondence: letter from Movement for Canadian Literacy re Conference - Darlene Lane	7:10	Decision
4.	Introduction of Mayor Sandra Smith	7:20	
5.	Proposed Selkirk Valley municipal policy on funding for municipal workers literacy program - Mayor Sandra Smith	7:25	Information & Discussion
6.	Treasurer's report and purchase of advertising space for tutor program Sybil Harrison	7:50	Decision
7.	Report re: Selkirk Valley Times "News Reader Page" presentation and recommendation by Media Access Committee - Susan Jones	8:10	Discussion & Policy Decision
8.	Membership committee report - Marg Short	8:40	Information
9.	Request for speaker from Soroptimists International re: today's computer literacy issues - Chris Grimson	8:45	Decision
10.	"Read Canada" Reading Tent Booth for Fall Fair - Lisa Clark	8:55	Decision
11.	Next meeting dates	9:00	Please note

ACCESSING THE MEDIA

Partnerships between Media and Literacy Organizations

Forming strong partnerships with media resources in the community is essential for a developing literacy coalition. Media contacts and resources become powerful tools for organization-building, awareness campaigns, fundraising, and learner empowerment. To develop and maintain working partnerships with local media resources, the group should designate one member of the board as publicity director. The publicity director is responsible for establishing contact with media resource people and for keeping in touch on a regular basis. The publicity director should be someone with a facility for writing; it will be that person's responsibility to write press releases for the organization. The publicity director should also be someone who speaks comfortably in public; the publicity director (in addition to the chair) speaks publicly for the group. If possible, try to interest a representative from a local media outlet (print, radio, or television) to sit on the board and work with the board in directing media activities.

Media Resources Tips

- Resources List

  Before proceeding with a marketing, fundraising or awareness campaign, first make a list of all of the media resources in the community. These will include:

  - daily and weekly newspapers
  - local radio stations
  - community and network television
  - municipal newsletters and mailings
  - newsletters of local service clubs, community organizations, unions, professional associations
  - community bulletin boards.

- Contact Person

  Identify a contact person for each media outlet. Meet with the news director of each outlet, who will then suggest a reporter with an interest in literacy or education as a regular contact. Weekly or daily newspapers often have a reporter assigned to education.

- Media Deadlines

  Find out all media deadlines; for easy reference, make a master chart of media resources, contacts and deadlines. See page 40 for example of "Media Deadlines Chart".

- Press Kit

  Develop a file of photographs, fact sheets and statistics which will be useful to all media personnel. This file should also include an information sheet which clearly states the group's mission statement and objectives. This information can be packaged in a two-pocket folder as a "press kit" which accompanies a press release as background information or introduces a reporter to the group's purpose and activities prior to an interview for press, radio or television. Regularly up-date the information in the press kit. Current, "human interest" photographs are particularly important and can make the difference between getting a press release published or not.

- Public Service Announcements

  Find out about free public service announcements (P.S.A.'s) on radio and television. Government regulations state that every radio and television station must offer free P.S.A.'s as a public service to non-profit organizations. In addition, newspapers frequently include a free "Community Calendar" section which publishes dates and times of meetings and special events for community organizations.

- Local Newspaper

  Many local newspapers are receptive to a local group producing its own weekly column. This column can feature topics of interest which raise awareness about literacy, highlight upcoming special events, or showcase student writing. Approach the newspaper with a "sample" column when requesting space in the paper.

  The local newspaper may also be interested in producing a "NewsReader Page" - a news page written for adult literacy learners. See "Literacy Partnerships" section, p.127, for more information.

- Community Cablevision

  Members of the literacy group can appear as guests on local cablevision "News Magazine" shows, highlighting upcoming events, local programs and learners. Or consider producing a local t.v. show. Community cablevision stations offer free programming to local groups. A literacy group can mount its own weekly or bi-weekly television show in partnership with other groups interested in educational issues - for instance, the library, school district, local college - to feature shows which consider literacy from a community perspective.

- Community Radio

  If the community has a public or "Co-op" radio station, consider mounting a local radio show. Carnegie Centre and Vancouver Co-op Radio have formed a partnership to produce a regular literacy learners segment on radio. (See "Literacy Partnerships" section, p.130, for description of this project).

Writing Press Releases

A press release is a news story written by a group and released to the media. The press release has two purposes:

- to get the attention of the news editor/director who will then print (or broadcast) the press release, and
- to attract the attention of the media outlet reporters who will then do a follow-up story.

News is not simply stating opinion or fact. From a news perspective, news is an event, a report, an action (McColl, 1990). News items can include:

- special events (e.g. learner events or literacy conferences)
- government reports (e.g. PLAC Committee Report)
- a new service (e.g. workplace literacy project)
- a special workshop, clinic, speaker series
- volunteer recruitment

- fund-raising (appeals or announcement of activity/event)
- receiving a financial donation (provides public acknowledgement for donor, motivation for others)

When writing a press release, make sure the story has a clear, central message. Consider who will be affected by the story and how. A good technique is to write the central idea as a trial headline: e.g., "Funding Still Needed for Workplace Literacy Program". The news value must be evident in the first sentence. Cover the journalistic 5W's (Who, What, Where, When, Why).

Press Release Tips: Summary

1. Prepare press list of contact people in each news organization.
2. Prepare media "schedule" which charts media sources, contacts, deadlines, format requirements.
3. Write headline for story.
4. Give reporters a "hook" in lead sentence.
5. Write objectively, succinctly; avoid jargon.
6. Keep release short - one page if possible.
7. Pay attention to news outlet conventions for press release format: e.g. include dateline, release time, group contact person.
8. Prepare well-organized background documents, a "Press kit," to supplement the release.
9. Remember to thank the editor and reporter for covering your story. This will help your group develop a positive, ongoing relationship with the media.

SAMPLE PRESS RELEASE

FOR IMMEDIATE RELEASE

CONTACT: SAMANTHA LEGGE
681-8121

SENATOR APPEARS AS GUEST SPEAKER TO MARK

INTERNATIONAL LITERACY DAY

Senator Joyce Fairbairn will appear as a special guest speaker at a literacy forum in Kelowna at the First United Church on September 6. The Senator's special interest is literacy and she has been responsible for introducing the problem in the Senate. The forum, coordinated by Project Literacy Kelowna, will also feature a panel discussion of learners giving insight into the problems faced by adults who have low reading and writing skills.

The forum is one of many events scheduled throughout the country to mark "International Literacy Day" on September 8. International Literacy Day was established by Unesco in 1967; its purpose is to let the world know about the need to extend literacy to all people, to raise public awareness about the problem, and to support learners.

In Canada, low literacy skills affect thirty-eight per cent of our population. These are not only people who can't read or write at all, but also people who have trouble coping with basic functions such as reading a story to a child, or filling out a job application form.

Not only does low literacy affect the quality of individuals' lives, it also affects the economic growth, welfare, and health of our province. In a 1988 report by the Canadian Business Task Force on Literacy, it was determined that low literacy skills cost Canada about $10 billion a year.

Writing Public Service Announcements

A public service announcement for radio is similar to a press release; however, it is generally shorter and more conversational in tone. Rosemary Gahlinger-Beaune, in *Not for Profit, You Say!*, recommends:

- type and double-space on 8-1/2 x 11 white paper
- use group's letterhead or logo
- type "Public Service Announcement" below letterhead
- list time-length of announcement and number of words (it takes approximately 10 seconds to speak 20 words)

- write out acronyms
- deliver announcement one week in advance (check with local radio station for individual deadlines)

When choosing a radio station for a public service announcement, remember that stations have special appeal for particular age groups. What is the target audience for this message?

If the P.S.A. is being written for television, also consider the visual element. The announcement can be accompanied by 35 mm slides if they will complement the announcement. Word the announcement to appeal to a broad cross-section of the community.

SAMPLE PSA - (RADIO)

Would you like a good excuse to play golf next weekend? Project Literacy _____ is sponsoring the first annual "Partnerships in Literacy" golf tournament at Happy Valley Golf Club on Saturday, May 19th. Tournament fees will support your community's New Start Centre for adult literacy learners.
To register, sign up at Happy Valley Pro Shop or call 555-2211 before May 15.

Radio and Television Interview Tips

If a member of the literacy group is being interviewed on radio or television, consider the following guidelines:

- arrive early - see location in advance, if possible
- discuss questions with the interviewer before going on air
- be clear about the message the group wants to deliver: write it down beforehand and get it out in the beginning before the interview gets sidetracked onto other issues.
- be positive - do not cast blame about causes for literacy problems
- when on camera, the keyword is "natural". Do not speak louder than usual or use exaggerated gestures to emphasize points
- make eye contact with interviewer or host
- the microphone and camera pick up and record the slightest whisper or expression - don't fidget!
- avoid stark white or black clothing, "busy" checks or patterns, and noisy jewellery.
- when on radio, avoid pausing before answering a question: "dead air" is death on radio. A "less than perfect" answer is better than silence.

ACCESSING THE MEDIA

For further information on effective use of the media, consult the following resources:

Print

- *Eight Steps for Generating Community Awareness About Literacy*, McKim Advertising.
  Available from: McKim Advertising
  #1200-1066 West Hastings
  Vancouver, B.C. V5E 4G4
  Tel: (604) 669-5135

- *How to Produce Your own Press Release*, by David Reilly: Integrate Publishing, Victoria, B.C., 1985
  Available from: Integrate Creative Services, Ltd.
  824 Fort Street
  Victoria, B.C. V8W 1H8
  Tel: 381-4304

- *Not for Profit, You Say!*, by Rosemary Gahlinger-Beaune: Open-Up Poste Production, Burnaby, B.C., 1990
  Available from: Open-Up Poste Production
  5515 Jersey Avenue
  Burnaby, B.C. V5H 2L3

- *Building Community-Based Coalitions to Promote Literacy* (Draft Document) prepared by "The B.C. Public Awareness Program on Literacy", for Literacy B.C.: Shannon-McColl Consulting, Ltd., 1990.

Training Seminars

David Reilly of Integrate Creative Services, Victoria, B.C., runs a two-day seminar on "Writing Effective News Releases". For more information on the training seminar and current prices, contact:

Integrate Creative Services, Ltd.
824 Fort Street
Victoria, B.C. V8W 1H8
Tel: 381-4304

MEDIA DEADLINES CHART

Deadline/Lead Time	Outlet	Contact Person	P.S.A. (Public Service Announcements)
Weekdays only (No holidays) 5 pm deadline for nightly 7 pm "Community Roundup" talk show. On-air interviews sometimes possible. Usually one week's notice.	Cable 33 Community Channel	1. Mariane Chow Producer 2. Greg Chernish Research	Two weeks notice for electronic notice board Rotating messages each displayed for 24 hrs. 7 days a week. Indicate preferred display date. Contact: Greg Chernish
Twice weekly Tues. and Thurs. noon for publication the next AM	SouthEnd Post 2546 Long Rd. Tel:555-3741	Barb Washington Assignment Editor	Free "Notice Board" feature. Two weeks advance notice. Maximum 30 words. Contact: Pam Armbrister
Daily 10 AM for publication at 3 PM same day. No paper Sunday.	Daily Dispatch Dispatch Bldg. 2900 Circle Sq. Tel: 555-2900	1. Peter Albert Managing Editor 2. Barbara Ward Business Editor	"Around Town" free community calendar appears Saturday only. Submit 9 days in advance (noon Thursday) 50 words. Contact: Deborah Dart
Newsroom open 24 hrs. General interest. News deadlines ½ hr. before hourly newscasts.	Radio Station 900 AM 2140 N.South St. Tel: 555-9000	Juan Cortez News Director	Community announcements every hour on rotating basis. Each announcement aired 10 times over 2 days. Submit 2 weeks before requested announcement date. Contact: Kelly McKenzie 9AM-5PM
Newsroom open 8 AM to 6 PM. Deadline for general interest news 2 hours before major newscasts at noon and 5 PM Monday - Friday; 5 PM only on weekends.	Channel 4 Action News Team 3695 S.North St Tel: 555-4000	1. Terry Laibowitz News Editor Weekdays 2. Robert Bronski Assistant News Director Weekends.	No community announcements but will do news feature story if event has "lots of news value". Contact: Terry Laibowitz or Robert Bronski at news department.

This chart has been reprinted with permission from *How to Produce Your Own Press Release*, David Reilly: Integrate Publishing, Victoria, B.C., Copyright, 1985. (revised)

CONDUCTING A PUBLIC AWARENESS CAMPAIGN

People's attitudes toward an issue like literacy change slowly. The goal of using the media is to develop public awareness: an ongoing process over several years. Therefore, developing an ongoing, working relationship with the media is an essential component in any public awareness campaign. The suggestions presented in the preceding section, "Accessing the Media", will help the group establish and maintain a relationship with local media that includes the core of this campaign:

- an up-to-date press kit
- contact person for each media outlet
- well-written news releases and public service announcements
- on-going television, newspaper and radio coverage

These ongoing activities will be "punctuated" with special events which focus for community's attention on literacy for a particular purpose, such as promoting a new program, launching a fundraising campaign or a membership drive, providing a platform for literacy learners. Any of these will also raise awareness about literacy issues in the community. The following list suggests the types of special events mounted by literacy groups in British Columbia and elsewhere:

Literacy Awareness Events - Examples

- World Literacy Day Events

  World Literacy Day, September 8th, is an ideal occasion for a local literacy group to focus the community's attention on literacy. Ideas for International Literacy Day events include the "Walk for Literacy" mounted in past years by the Adult Literacy Contact Centre (Call, toll free, 1-800-663-1293 for further information on this event). World Literacy Day is also an excellent opportunity to make a public announcement about a new program or activity your group is sponsoring. For example, the B.C. Library Association took advantage of World Literacy Day to announce their new literacy collections. Literacy Smithers collected books during a two-day blitz which were sold on September 8th, 1990, to raise funds for their new organization.

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- Regional Learner Events

These events, co-sponsored by the Ministry of Advanced Education, Training and Technology and the National Literacy Secretariat provide excellent opportunities for a group both to focus on learners' achievements and to raise community awareness about literacy. For more information about Regional Learner Events, contact:

Provincial Literacy Coordinator
Ministry of Advanced Education,
Training and Technology
838 Fort Street, 2nd Floor
Victoria, B.C. V8V 1X4
387-6189 or
387-3165 (general information)

or

Patty Bossort
Regional Learner Event Coordinator
Box 117, Silverton, B.C.
V0G 2B0
358-2391

- Theatre Performance: Marks on Paper

Theatre is an exciting way to promote literacy in the community. Marks on Paper, written by Vancouver playwright John Lazarus, tells the story of adults who are struggling to become literate. The play has been performed several times over the last two years by "The Literacy Players", Fraser Valley College literacy students sponsored by Project Literacy Abbotsford-Matsqui. The group has performed at several regional learner events. The play was also performed in June 1990 by the "Heartbeat Players", sponsored by Project Literacy Victoria.

For information about "The Literacy Players" production of Marks on Paper or about mounting a local learner production of the play, contact Wendy Watson or Cynthia Andruske c/o Fraser Valley College:

Fraser Valley College
33844 King Road
Abbotsford, B.C. V2S 4N2
853-7441

A group might also consider mounting an original literacy play written by learners.

- Invitational Golf Tournaments

This innovative literacy awareness activity and fundraising vehicle raises funds through corporate and private donations, tournament entry fees and prizes. Appropriate community "celebrity" golfers, local politicians, and writers may be asked to speak at an event dinner or reception. One example of a fundraising golf tournament is the Peter Gzowski Invitational (P.G.I.) Golf Tournament, mounted by Project Literacy Victoria in 1990 (See Literacy Partnerships section for description). Note: The P.G.I. Tournament may not be available to local groups in B.C. at this time; however, the event concept can be adapted to utilize local resources and personalities.

- Celebrity Book Auction

This innovative awareness/fundraising event originated with Kingston Literacy in 1987. Well-known Canadian authors and celebrities were approached by letter and asked to donate a book which they did not write but which they had found particularly enjoyable or significant in their lives. The donors were asked to describe in their own words on the inside front cover why the book was meaningful to them. The Book Auction has become more successful each year for Kingston Literacy, both as a fundraiser and as an awareness vehicle. For more information about mounting a "Celebrity Book Auction" contact:

Carynne Arnold
Coordinator, Kingston Literacy
The Read-Write Centre
88 Wright Crescent
Kingston, Ontario K7L 4T9
(613) 547-2012

- Read Canada "Reading Tent"

Read Canada will ship its festival-size "reading tent" (fits approximately 30 people) free of charge anywhere in British Columbia. The tent, labelled "Reading Tent: All Welcome", is a replica of the reading tent used in the 1890's by Frontier College founder Alfred Fitzpatrick, who taught reading skills to isolated railway workers. The Reading Tent can be used by local groups as part of an indoor or outdoor literacy event or as part of a literacy display at a local mall. The local literacy organization staffs the tent with volunteers who read stories to groups of children. The Reading Tent is an ideal way to promote literacy awareness and to encourage children's interest in reading.

To order the Reading Tent contact:

Caroline Low
Associate, Read Canada
Ste. 1322 - 510 W. Hastings Street
Vancouver, B.C. V6B 1L8
683-5557

- Other local awareness activities can include:

  - shopping mall displays
  - public lecture series at local library
  - presentations to service clubs, church groups, local chamber of commerce
  - literacy group newsletter
  - literacy conference, workshop, seminar

Provincial Awareness Campaign

Local literacy groups will want to coordinate their awareness activities with the provincial awareness campaign, a cost-shared project of the Ministry of Advanced Education, Training and Technology, and the National Literacy Secretariat. This project is a partnership of Vancouver Community College, the Adult Literacy Contact Centre and Literacy BC. Major goals of the awareness campaign are to:

- Distribute a series of public service announcements for radio and television to major networks and local community affiliates throughout the province. These PSA's are thirty seconds long and feature adults from a variety of backgrounds who have decided to go back to school to improve their reading. The spots include the toll free phone number for the Adult Literacy Contact Centre.

- Help community groups conduct awareness campaigns in their local communities. Literacy BC and the Provincial Public Awareness Campaign are producing a literacy "media kit" to be used by local groups. This kit can be adapted for use as part of a literacy organization's public awareness campaign. For more information about this kit, community training, and when it will be available in your community, contact:

Linda Mitchell
Executive Director, Literacy BC
#1128-510 West Hastings Street
Vancouver, B.C. V6B 1L8
Tel: 687-5077

or

Linda Hackett
Coordinator, Adult Literacy Contact Centre
#622-510 West Hastings Street
Vancouver, B.C. V6B 1L8
Tel: 684-0624
or (toll free) 1-800-663-1293

FUNDRAISING

Fundraising in Four Easy Steps

Fundraising is a fact of life for non-profit organizations.* The good news is that people enjoy donating money to organizations and causes they believe in. The job of non-profit societies is to get the message out to people and organizations who will support their cause. Since literacy affects everyone in society, a literacy group can make broad appeals to private industry, charitable organizations and foundations, all levels of government, service clubs and private individuals. Although there is no one "right" way to ask for money or to raise funds, the fundraising process can be approached as four basic steps:

- Planning: the foundation for a campaign
- Preparation: researching, establishing a committee
- Appeals: asking for money
- Acknowledgement: thanking donors publicly

Step 1: Planning

The most important step in fundraising is identifying a winning project with clear, measurable goals. People will not give money to a literacy organization that vaguely promises to raise awareness or reduce illiteracy rates. Examples of literacy projects that community organizations and individuals have supported with include drop-in centres, volunteer tutor programs, workplace literacy programs, resource or contact centres, and learner support groups.

The literacy organization's board of directors must approve of the idea of a fundraising campaign, decide and approve a specific project, and then obtain an estimate of the cost of the project. The board should add 15% to that estimate to cover the cost of fundraising. Fundraising costs include information kits, stationary mailing and donor lunches, fundraising events computer and printing costs, and staff.

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* Ideas in this section, "Fundraising in Four Easy Steps", have been adapted with permission from an internal Fraser Valley College document of the same name, written by Madeleine Hardin. See the end of this section for publication details.

Step 2: Preparation

Committees

The first step in the preparation stage is the creation of a strong fundraising committee. This committee will include members of the board, but it should also include outstanding members of the community. High profile volunteers can comfortably approach the political, social and business sectors of the community and can contribute expertise and experience to the campaign.

Ideally, the committee should have a paid, fundraising coordinator. The coordinator works under the direction of the board at all times. The only people who directly contact potential donors are the resource development committee, committee designates, and the board chair. In consultation with the committee chairman, the coordinator writes letters, appeals and reports on behalf of committee members and coordinates the committee's personal appeals to make sure that two people do not approach the same potential donor. The fundraising coordinator does not necessarily need a strong background in fundraising; this person does need to be a self-starter, an excellent researcher and a persuasive writer. Obviously, paying a fundraising coordinator is a difficult problem for a group trying to raise money. Some fundraising coordinators will take a contract job on a percentage of profit basis - the coordinator gets paid a set percentage or agreed dollar amount when funds come in. Since professionals may charge high rates for a small campaign, a volunteer honorarium might be an alternative approach.

Timeline

After the committee and coordinator are in place, the next task is to develop a realistic timeline for the project. The timeline should include the inevitable downtime that occurs while waiting for responses from appeals and should also include a plan for consolidating results of the campaign in order to lay groundwork for the next appeal process.

Fundraising Kit

The preparation stage also includes the development (usually by the fundraising coordinator) of an information package - a fundraising kit. The fundraising kit is placed in a presentation folder that has two pockets containing:

- a basic fundraising document that outlines the merits of the project, fundraising goals, timelines and an estimate of costs.
- testimonial letters, letters of support, pledge cards, return envelopes, etc., can also be placed in one of the pockets.

A covering letter always accompanies the mailed kit. This letter introduces the information kit, so it should be placed outside of the presentation folder.

Researching Donors

Research to identify potential donors is a critical component of the preparation stage. The fundraising coordinator and the committee should read the business section of local and national papers and magazines (e.g. *B.C. Business).* Publicly listed companies in the area can be contacted for copies of their annual reports. Many large companies have public relations officers who will give advice about their charitable emphasis. Applications can then be tailored to fit a company's mandate.

Step #3: Appeals

Step three is the "fun" part of the fundraising process - asking for money. The best sources for fundraising are governments (all three levels), corporations, charitable foundations and local "special names". The basic rule of thumb in fundraising is to spend 80% of the group's energy on 20% of the prospects: that is, spend time on the donors that will yield the largest contributions. Local governments will contribute to projects that directly benefit residents in their communities; corporations like to donate money to projects that boost the local economy in communities where their workers live. Almost all foundations are interested in education; many have a stated interest in literacy. All communities have their share of special names - community-minded individuals who would like to be associated with a worthwhile cause.

Corporations

Focus the search on corporations most likely to donate. Banks and credit unions frequently contribute to charities. Start with the bank the literacy group (or a leading member of the fundraising committee) is affiliated with. Often, other banks will follow the contribution example set by a "lead" bank in the community. Every year, *B.C. Business* publishes a list of the top 100 companies in B.C. and *The Globe and Mail* publishes the top 500 in Canada. Are any of these businesses active locally or are a significant number of their employees local residents? Is a member of the fundraising committee affiliated with one of these companies (or knows someone who is?) Local newspapers, politicians and business people are good sources of information about local businesses. What are the major industries in the area? Do any of these corporations wish to establish a higher profile in the community? What is the current profit situation of these companies as indicated by their year-end reports? (Corporate donations are directly related to corporate profits). Incorporate key words and concepts from year end reports into grant applications which specifically address stated interests or concerns of these

corporations. It's important to establish why a corporation might want to contribute to a community project.

Foundations

The best source of information about charitable foundations is the *Directory to Foundations*, published by the Canadian Centre for Philanthropy: an essential fundraising tool. The directory lists all of the active foundations in Canada, their assets, and, most important, their charitable focus of interest (e.g. education, health care, handicapped persons). The directory also lists information on previous gifts and grants (who, where and how much). The language used to describe the foundation and the profile provided by the history of their grant distributions can help guide the writing of grant applications. The largest community foundation in Canada is the Vancouver Foundation. (The Vancouver Foundation donates money throughout B.C.) Most B.C. communities also have local community foundation societies - a good bet for interest in community literacy projects.

Asking for Money

Once appropriate donors have been identified, the next logical question is "How do we ask for money?" A personal approach is always best if the potential donor is already known. If not, then the first approach is usually by telephone or letter. The letter should be enclosed with the fundraising kit. The appeal letter is critical. It must be short and persuasive and no longer than two pages. It should appeal to the potential donor's interests, show how they relate to literacy and end with an action close: "I'll call you next week to see if you have any questions". Although a fundraising coordinator might write the appeal letters, these letters should be personally signed by the president of the group or by a key member of the fundraising committee who knows people in strategic positions. The publication *Directory of Directors* is useful to discover what influential boards community members serve on, or to identify B.C. directors of targeted foundations or corporations. A B.C. director will often take a special interest in a local project if it is brought to his/her attention. For detailed guidelines on writing the fundraising letter see the following section "Writing the Fundraising Letter" (p.53). When contacting a corporation, make sure the most appropriate person is contacted first - if feathers are ruffled within an organization, the appeal will be unsuccessful.

Step #4: Acknowledgement

The first rule in donor management is acknowledgement - thank donors for their gifts promptly and appropriately. If the donor wishes to be publicly acknowledged, announce the gift in a newsletter or the local paper. This public recognition has two effects:

- it provides public acknowledgement for the donor; and,
- it gives the impression of a successful campaign, which then encourages other donors to contribute.

Make press announcements only with permission of the donor. Some donors do not appreciate public announcements but will give the group permission to use their name with other potential donors.

It is also important to keep donors informed about the progress of the campaign through periodic newsletters or "update" reports. This helps to build the donor's sense of ownership and commitment to the project. If possible, establish a formal liaison between the group and the donor. Donors who have made significant contributions can become honorary board members; they may also participate in the group's next campaign as fundraising volunteers. Keep an up-to-date computer file of donors - their experience and expertise can assist the group in many ways.

Writing the Fundraising Letter

The fundraising (appeal) letter is the most important part of the fundraising kit. It must be short, succinct, positive in tone and, most importantly, appealing enough to the potential donor to encourage careful consideration of the attached fundraising kit.

Personalize the Appeal

When writing the appeal letter, consider the interest and values of specific service groups, local businesses, corporations and foundations. Focus on why this request is important to the potential donor. One technique is to write a "core" letter which briefly describes the goals of the non-profit society and the fundraising project; then, write a focussed sentence/paragraph for the targeted donor. After researching the target group, use an appeal based on knowledge of the group's stated interests and values. Utilize published documents such as yearly reports of corporations, descriptions in the Canadian Centre for Philanthropy's *Directors of Foundations* or reports in magazines such as *B.C. Business* to tailor the appeal.

For example, a philanthropic society whose stated interest includes projects which promote the development and education of women might respond to the following appeal insert:

> ***Many of the workers in service areas of hospitals/hotels are undereducated; 80-85% of these workers are women, many of whom are the primary wage-earners for their families. Because of the demands of shiftwork and families, these women are unable to attend upgrading classes at local colleges or school districts. This workplace literacy program will give these women the opportunity they need for self-development and independence.***

When making the same request to a large corporation, the following appeal insert might be more effective:

> ***A recent Statistics Canada report indicates that 1 out of every 6 Canadian workers has some difficulty reading and writing on the job. Conservative estimates place the financial costs of these difficulties to Canadian industry at 10 billion dollars a year due to work-related accidents, absenteeism, lack of promotability and training costs. Human costs of this problem are much higher. Workplace literacy programs designed to meet the specific needs of rotating shiftworkers can help reduce these costs. Illiteracy affects everyone in our society.***

It is helpful to copy any of the wording used by the organization in their printed materials which will help the reader identify the request as falling within their guidelines. For example, some charitable organizations may state they are only interested in providing "start-up" monies. When assuring the donor that this is a one-time only request, it is wise to use the same wording as used by the donor (e.g.: "seed" or "start-up" funds) to avoid any misunderstanding.

Appeal Letter Guidelines

In addition to personalizing the request, some key guidelines to follow when writing the fundraising letter are:

- Be positive (People like to back a winner)
- Keep sentences short and active. Avoid jargon.
- If possible, keep the letter to one page - two is maximum
- Use personal pronouns (you, us, we me, I). This makes the donor feel part of the organization/project.
- Show that the organization represents and serves the community. People feel ownership toward their communities.
- Use an easily recognized logo on all letters. The international literacy logo is an excellent choice for a literacy group. It instantly identifies the group's focus and there are no trademark restrictions on its use.

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- State specific amounts or ranges of amounts when asking for money.
- Be sure the group's charitable registration number appears on the letter.

Components of the Fundraising Letter

The standard fundraising letter is four to six paragraphs in length:

- Paragraph #1 — Dramatize the Need
- Paragraph #2 — Establish the identity of the literacy group and what it does for the community.
- Paragraph #3 & 4 — State the need. what do you need money for?
- Paragraph #5 & 6 — Ask for money. State clearly your financial goal and range of money requested of the donor.

Paragraph #1: Dramatize the Need

Attract the reader's attention by creating a scenario he or she can identify with, or present a short, case history of a person helped by the program you are promoting.

> ***Imagine not being able to read a bedtime story to your child or grandchild, not being able to read the label on a can of soup or the directions on a bottle of aspirin. Imagine pretending that you've left your glasses at home or that you've hurt your hand when asked to read or write something. Imagine worrying that you'll be found out - by your boss, your co-workers, your family. One out of five British Columbians find themselves in stressful situations like this everyday.***

Or

> ***Two years ago, Hal Jenkins, a maintenance worker in a large hotel, lived in constant fear his literacy problems would be discovered and that he would be fired. Unable to fill in the shift-end report forms which management had recently developed for all workers, Hal was at the point of quitting when he enrolled in the hotel's basic skills upgrading program. Today, Hal is working toward his grade twelve completion and is being considered for a promotion to supervisor. Workplace literacy programs help many people like Hal who are unable to attend regular upgrading classes outside of work because of the demands of rotating shifts.***

Paragraph #2: Identify Group, State Goals and Activities

State positively, briefly:

- who you are
- what the group does
- services and programs offered
- emphasize how the group represents the community and meets its needs

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e.g.:

Project Literacy _____ is a non-profit society working to find community-based solutions to problems of functionally illiterate adults in the _____ area. Project Literacy _____ is composed of adult educators and learners, service group representatives, business people, social service workers and concerned citizens. Project Literacy _____ was formed in _____ and has worked over the past ____ years to raise public awareness about literacy, to establish more literacy programs and, in particular, to establish workplace literacy programs, such as the successful workplace learning centre at the Ajax Hotel.

Paragraph #3 & #4: Briefly describe project for which the group is requesting funds

- In one or two paragraphs briefly describe the project and why it is important.
- The second paragraph may include information specific to a targeted donor. (See examples in preceding section "Personalize the Appeal").
- Be brief. For further details, refer reader to attached information in fundraising kit.

Currently, Project Literacy _____ is working cooperatively with labour and management at _____ to develop a workplace literacy centre at _____ (see attached proposal). This centre will benefit the many rotating shiftworkers at _____ who are unable to attend adult literacy classes at the College or through the School Board. This project requires $30,000 in operating funds for the first year of operation. We are hopeful that this project will be the first of many such cooperative partnerships in workplace literacy in the _____ area.

Paragraph #5 & #6: Ask for Money

- Be positive about the merits of your cause
- State specific amounts or ranges of amounts needed, or
- State financial goal for the project, amount of monies raised so far, amount asked for.
- Where possible, assure donor that you will not continue to ask for money: "Funds needed only in start-up phase."
- Mention, with permission, the prior donation of a charitable organization. This increases the credibility of the request.
- Include a timeline. When do you need the money?

Project Literacy ____ has been active in fundraising for this project and has currently raised almost $16,000 toward the 30,000 needed for start-up funding. Funds have been raised through donations from charitable organizations, local service groups, and through performances of a touring student production, sponsored by Project Literacy _____, of the literacy play "Marks on Paper" (see attached press releases). Our fundraising activities to date have left us with a shortfall of $13,000. Any contribution _____ Foundation Society can make to help with this shortfall will be greatly appreciated. Funds donated will be matched dollar for dollar by the Vancouver Foundation.

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It is anticipated that fundraising initiatives will be necessary only in the start-up phase of the project since _____ College is currently requesting that the Ministry of Advanced Education include the project as part of its future ongoing funding structure. We would be grateful for the support of _____ Foundation Society to help us achieve our goal of a _____ 1992 start for the _____ .

For more information about fundraising for non-profit societies consult the following resources:

- *Designs for Fundraising* by Harold J. Seymour: The Fund Raising Institute, Ambler, Pennsylvania, 1988.

- *Fundraising In Four Easy Steps* by Madeleine Hardin: Fraser Valley College publication, 1990.
  Available from: Fraser Valley College Press
  33344 King Road, RR#2
  Abbotsford, B.C. V2S 4N2
  Tel: (604) 853-7441; Fax: (604) 853-9990

- *Not For Profit You Say* by Rosemary Gahlinger-Beaune: Open-up Poste Production, Burnaby, B.C. 1990.
  Available from: Open-Up Poste Production
  5515 Jersey Avenue
  Burnaby, B.C. V5H 2L3

- *Resource Guide for Literacy Practitioners,* Ontario Ministry of Education, Literacy Branch. This resource is particularly useful for grant and proposal writing.
  Available from: Tracy Odell, Project Coordinator
  Ministry of Education, Literacy Branch
  625 Church Street, 6th Floor
  Toronto, Ontario M4Y 2E8
  Tel: (416) 326-5400

- Non-profit societies can also take advantage of a training program sponsored by the Financial Development Association of British Columbia: The Fundraising School. This program is offered twice a year at the British Columbia Institute of Technology. The introductory course "Principles, Techniques of Fundraising" is a five-day comprehensive, intensive course. A follow-up course, "Maximizing Fundraising Results Through Leadership," is also available. For more information contact:

The Fundraising School
c/o Financial Development Association
#708 - 1155 W. Pender
Vancouver, B.C. V6E 2P4
Tel: (604) 682-7447

HIRING STAFF

Hiring and managing staff may be a brand new experience for volunteer board members. Although the addition of staff is a great benefit to the organization, if the group acts hastily, it will find out that "people mistakes" can be costly.

The following suggestions will assist a group in hiring staff.

- First, make sure all of the paper work for society status has been completed and the group is officially recognized by the province as a society before hiring staff. It is at this point that the organization becomes a legal entity: only then can the group legally enter into contracts to hire paid employees.

- Be clear on whether the job is a contract position, such as fundraising coordinator for a fundraising campaign, or a continuing job such as an executive director. Never try to hire an ongoing staff member with "soft", one-time-only seed funding or grants (MacLeod, 1986). Hint: a good fundraising coordinator may be able to help the society secure more reliable sources of ongoing funding that could then be used to hire an executive director!

- The board will need to strike a hiring/personnel committee. This committee is responsible for all of the tasks involved in hiring, such as writing the job description, setting criteria, screening applicants, and interviewing and selecting applicants. This committee may be an ad hoc committee set up solely for the purpose of hiring a staff member, or it may be a standing personnel committee which is also responsible for such tasks as setting up books for salary payment, orienting the new staff member to the organization and developing and implementing evaluation procedures.

- The hiring committee in consultation with the board must first draw up a job description. List all the tasks that might be included in the position. Review the list with an open mind: can all the tasks be done by one person? Do the tasks need different skills, and if so, is it likely that you will be able to find one person who has all those skills? Might the organization be better served by two part-time positions instead of one full-time position? If the organization has never hired someone before, seek advice from a similar, more established non-profit organization. Ask about reasonable expectations for a position of this nature. If possible, obtain copies of job descriptions of equivalent positions from other agencies. These can be adapted to suit the needs of a non-profit literacy organization.

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- Establish criteria for hiring based on the job description. What skills, educational background and work experience are necessary to fulfil the demands of the job description? Resist the temptation to think about specific individuals for the position until after criteria are set. Sometimes an obvious "shoe-in" may lack vital skills necessary for the growth of the organization.

- Determine which criteria will be considered "core" requirements and which will be considered "desirable". That is, what skills and background are absolutely necessary to the success of the position and what skills or expertise could be learned on the job? If a candidate is strong in all of the required criteria, it might be advisable for the group to invest in some on the job training (e.g. advanced word processing capabilities) in the "desired" skills.

- Advertise the position widely. Do not limit the organization to a small "inner circle" of candidates. Consider advertising sources in addition to the local newspaper (e.g. professional newsletters, magazines). The Adult Literacy Contact Centre newsletter publishes employment ads for non-profit organization free of charge. The local radio and community cablevision station may also assist in advertising. At the same time, be realistic. It is not worth the expense to the organization (or a potential candidate) to advertise in Vancouver for a 1/2 time, three-month, contract position in Smithers, for example.

- Shortlist the potential applicants based on the selection criteria. Interview only those candidates who possess all of the required criteria and the most critical of the "desired" criteria. This applies equally to internal candidates: if the internal candidate clearly does not possess the requirements for the job, it is kinder (and more professional) to explain this to the individual, (referring to the job description and criteria) rather than to conduct an interview "exercise". Be prepared to rethink the job description if there are no qualified candidates among the responses to the advertisements: there may be no candidates in your area with the exact mix of skills desired, or the rate of pay may be too low for the level of qualifications sought.

- When interviewing, note the applicants' interest in, and enthusiasm for, the work of the literacy organization. Hiring staff for a non-profit organization is more than hiring a set of skills. A fundraising coordinator, office assistant, or even executive director may not have extensive background in the field of literacy. However, in addition to transferring knowledge and skills from work in similar organizations, the potential candidate must also bring enthusiasm and commitment to the work of the literacy organization. The staff person may not officially "speak" for the organization, but s/he is most often the frontline representative of the organization in the community.

- Check references carefully, and pay particular attention to "between the lines" messages. Ask specifically about the candidates' working style and consider how it would suit the organization. For example, positions like executive director or fundraising coordinator require individuals who are self-starters and don't need constant supervision. At the same time, the staff person must be responsive to the direction of the board and not "run away" with the job. The staff person cannot independently exercise an individual vision of the job (and the organization) that may not be shared by the board.

- Specific requirements to consider when hiring an executive director include: leadership qualities, analytical mind, an ability to conceptualize the total organizational structure, including mission and goals, board structure finances, legal requirements and public relations. The executive director should have excellent communication skills and have sufficient training and experience in a position with similar responsibilities. A strong background in literacy is desirable but not necessary.

- A fundraising coordinator obviously needs to be a creative self-starter. The fundraising coordinator does not necessarily need a strong background in fundraising; this person does need to be an excellent researcher and a persuasive writer.

- Discuss frankly with the candidate the reporting procedure and lines of authority in the organization. Will the staff person report to the personnel committee or to the chair? What is the probation period? How will the staff person be evaluated? Working for a volunteer board can be frustrating. Frequently, the personnel committee is made up of people who also work full-time jobs and are not always immediately available. The personnel committee should work out a communication and reporting system that is workable, preserving the sanity both of the staff person and the committee!

- If, after an extensive search for the ideal candidate, it turns out that a member of the board is the best candidate, s/he will resign during the time of employment. The organization is open to public criticism for hiring from within only if:

  a) the position was not advertised and
  b) the candidate was not required to step down from the board to take the position.

- Once hired, the staff person should have open communication with the personnel committee and be invited at regular intervals to review job description expectations which will continue to evolve as both the organization and the job grow. An executive director should regularly attend board meetings and report on activities undertaken on behalf of the organization. The organization should include in its personnel policies a commitment to staff development, including continuing education programs, seminars and workshops. The board can check with provincial and federal governments re: funding sources for staff development.

- Finally, the board should continue to educate itself in the principles of personnel management for volunteer boards. The Vancouver Volunteer Centre sponsors a series of workshops on board development (See "Building a Strong Board" pp. 22 - 28 for discussion of these workshops). One of the workshops focuses on "Personnel Policies" for non-profit organizations.

For a general introduction to the hiring process, see:

- *A Small Business Guide to Employee Selection*. Lin Grensing. Self Counsel Press: North Vancouver, 2nd. ed. 1991.
  Available from: Self-Counsel Press,
  1481 Charlotte Rd.,
  North Vancouver, B.C. V7J 1H1

IMPLEMENTING A COMMUNITY LITERACY PROGRAM

Delivery Models
Marketing and Promoting the Program
Recruiting Volunteers
Tutor Training
Credentialing of Literacy Practitioners
Assessing Learners
Selecting and Developing Materials
Matching Tutors and Learners
In-service Training and Support
Keeping Records
Recognition and Celebration

FRAMEWORK FOR DESIGN

DELIVERY MODELS

One of the first challenges facing organizers of a community literacy program is how to deliver their program. This is a difficult task which requires the group to examine options and to choose a delivery model they support and which best fits the needs of the group they hope to serve.

It is a traditional practice in community literacy programs for learners to progress at their own pace. This approach recognizes that adults learn differently and at different rates. It recognizes too the learning disabled who struggle to make sense of information and who need a great deal of time and support while they do so.

A good delivery model will accommodate self-directed learning as well as provide for the small and large group instructional activities which are essential for dialogue, critical thinking and group process in general. It will be difficult to include all forms of instruction in the various delivery models, but it is important to strive toward that goal. The attempt to include multiple forms of instruction recognizes that intellectual development, empowerment, group bonding, and feelings of well-being on the part of learners can be nurtured in all literacy programs. Such attributes are critical to the growth and development of learners as participating members of society.

The strengths and weaknesses of three delivery models are described below. In each, the weaknesses may be offset with good programming.

One to One Model

Volunteers trained by an instructor are matched one to one with learners. The pairs meet once or twice a week in their homes or some other suitable place in the community such as a library or a church. This system is an ideal first step back to learning for adults who wish to remain anonymous, who had a negative classroom experience, who are frightened of the classroom, who need one to one support, whose schedule is inflexible, and/or who are without transportation. A good roster of volunteers can serve many learners this way.

DELIVERY MODELS

One to one tutoring is not without its disadvantages: For learners, there is the problem of learning in isolation, relying emotionally on the tutor, feeling the lack of group socialization, and having reduced access to centralized learning materials such as computers and reference material. These disadvantages can be offset, however, with built in provision for a learners network, where learners are invited to meet on a regular basis for group instruction, e.g. learning strategies, novel study, or guest speakers, as well as social activities, e.g. movie, museum, sporting activity, party.

For tutors, the major difficulty is isolation from colleagues, other learners and the coordinator. Planning regular in-service sessions will help bring cohesiveness to this group. It will also provide the opportunity for instructional and social activity. Tutors want to exchange information: they need to discuss their teaching activities with other tutors; they need to have these activities reinforced or redirected; they need to learn new ideas, and they need to feel part of a team.

If learners cancel an unreasonable number of sessions, tutors may feel unused and unhappy. Good training helps volunteers understand this condition of tutoring, but it is still difficult for them. It is unfair to volunteers, however, to let cancellations continue without arranging a special understanding between them and their learners. This means the tutor would be willing to accept undue cancellations because of the particular circumstances of the learner. This practice would be the exception rather than the rule.

Finally, it is taxing for the coordinator to manage the extent of coordination, communication, and record-keeping which are required to maintain the linkage in the program. Good organizational skills and reasonable time to do the job offset this demand, not to mention the satisfaction of matching each new pair. Check with other program coordinators to discuss the time they require to manage a set number of pairs. Figures will vary, so do enough homework to establish a frame of reference for decision-making.

Small Group Model

In a central location, trained volunteers work with small groups of learners under the supervision of an instructor. The setting allows for self-directed work, small group project work and large group instruction. Each tutor is assigned his or her small group (less than five) learners.

DELIVERY MODELS

This group environment is conducive to the intellectual and social/personal well-being of both tutors and learners as they interact with each other. Centralization makes it easier and more efficient for the instructor to coordinate, communicate with, and provide on-going support to both groups. The tutors' time is well used as they have more than one learner to teach. More importantly, the instructor is able to provide immediate direction and assistance with instructional matters which critics say is missing in the decentralized one to one tutoring programs.

Learners enjoy the support and camaraderie of their peers, a major factor in retention rate. Another advantage of this model is the opportunity to learn in a variety of ways: individually, small group and large group, with access to centrally located learning resources - print, video, computer, each other. Above all, learners become part of a visible program - they belong!

The disadvantage of a group literacy program is that some adults are not willing to become a part of it. They are not ready to join, and readiness as a major factor in group process cannot be ignored. For this reason, the opportunity to learn in a private, one to one situation should always be available for the adults who otherwise would not participate in a literacy program. One way to assist "one to one learners" to bridge this gap, is to invite them to visit classroom programs as guests. Give them an opportunity to base their decision on a new experience rather than a historic one. They may be surprised by what they find.

Conventional Classroom Model

The more conventional literacy program employs instructors to teach small literacy classes of generally less than twelve learners. In some cases, a paraprofessional assists. The delivery model enables instructors to focus their full time and talent on learners' development. Also, the learner group lends itself to a whole language approach - a philosophical orientation toward teaching and learning which teaches literacy through meaningful materials in a social context. This is a challenging method of instruction requiring considerable planning and expertise on the part of the instructor. Some of the classes engage in highly creative projects, and it is not unusual for the groups to become very close. A whole language approach can also be used in the other models described although it would be more difficult to implement.

The student/teacher ratio is higher in this system, making it more difficult for the instructor to give the same level of individual attention as in the other models described. Also in this model, instructors are more likely to suffer emotional exhaustion, due in part to the extensive support they give their students.

DELIVERY MODELS

For further information on literacy programs, consult the following resources:

- *The Directory of Adult Basic Education Programs in British Columbia.* Prepared by Adult Literacy Contact Centre for the Adult Basic Education Association of B.C.; copyright, Ministry of Advanced Education, Training, and Technology, 1990.

  The most comprehensive resource guide on adult basic education programs in the province, the document is organized by region, agency and program. Where possible, reference is made to provision and content of each program. Agencies described in the listings include community colleges, school districts, community-based organizations and private institutions. The directory enables people interested in developing a community literacy program to contact other groups in their region who are involved in similar work. The information is invaluable for anyone who is at step one in initiating a new program.

- *Discovering the Strength of Our Voices: Women and Literacy Programs.* Betty-Ann Lloyd. Toronto, Ont.: Canadian Congress for Learning Opportunities for Women, 1991.

  As the first phase of a two-part research project, Lloyd reports on her visits to four Canadian communities, where she interviewed women literacy students and workers. Through the interviews, the author examines "how gender and the power balance of male/female relationships affect women's access to, and experience of literacy programs and how it affects the impact of literacy programs on women." Key questions are developed from the data of the women's stories as well as a research design to further investigate the questions.

- *Exemplary Adult Literacy Programs and Innovative Practices in Canada.* Audrey Thomas. Ministry of Advanced Education and Job Training, Provincial Curriculum Publications, 1989.

  The programs selected are a sample of the diversity of the literacy field: they represent a balance between institutional programs, workplace programs and community-based programs in British Columbia, Alberta, Saskatchewan and Ontario. They exemplify the "good practice statements" described in the *Adult Literacy Volunteer Tutor Evaluation Kit* and/or new and exciting innovations in literacy instruction, including new developments in computer-assisted instruction. All of the descriptions include names and addresses of contact persons. This is an exciting, valuable resource for literacy practitioners and program developers.

DELIVERY MODELS

- *Literacy in the Colleges & Institutes: A Focus on Community Partnerships*, The Association of Canadian Community Colleges, 1989. Available on database from Fanshawe College of Applied Arts and Technology. P.O. Box 4005, 1460 Oxford Street, London, Ontario, N5W 5H1, Tel:(519)452-4100, Fax: (519)451-8831.

  This Association of Canadian Community Colleges (ACCC) publication summarizes the results of a survey for gathering information on adult literacy programs sent to ACCC member colleges and institutes in February 1988 and March 1989. Key components include elements such as program design and goals, delivery methods, client groups served, student support services, curriculum components and evaluation methods. The report also includes a section on literacy partnerships across Canada, listing and describing programs which involve colleges cooperating and working with one or more community-based groups or institutions. These programs range from college partnerships with community volunteers in volunteer tutor training programs to partnerships with labour, management, community organizations and correctional institutions. The report includes a directory of literacy programs and projects across Canada.

- *National Adult Literacy Database*, Fanshawe College, Box 4005, 1460 Oxford Street, London, Ontario, N5W 5H1 (519)452-4100 Fax: (519) 451-8831.

  The National Adult Literacy Database is funded by the Secretary of State and housed in Fanshawe College, Ontario. The database is the largest central collection of information on literacy in Canada. Through the database, a wide range of users can access information on literacy projects and services throughout the country. The database is available to those who have a computer and a modem and/or those who work with a college/institute or an organization which is a member of NALD. In phase two, NALD plans to store information on such topics as funding sources, clients best served by specific program models, and examples of community partnerships. Above all, NALD at any time is able to provide an up to date list of resource people in the literacy movement in Canada.

- *Native Literacy and Life Skills Curriculum Guide*. Carmen Rodrigeuz and Don Sawyer. Ministry of Advanced Education, Training, and Technology, 1984.

  The Native Literacy and Life Skills Curriculum guide was written to respond to the basic literacy needs of native students in B.C. At the time of print many students were not eligible for CEIC sponsored programs. The guide is aimed at learners in both rural and urban settings. Part I: Understanding and Teaching Native Adults deals with research,

basic literacy, language-experience, pre-employment and life skills, basic computation, and native culture. Part II: Theme Units introduces the concept of a theme and provides sample theme units. Part III: Selected References and Resource Material identifies print materials which are particularly meaningful to native adults.

- *Whole Language and Adult Literacy Instruction*. Paula Davies and Ann McQuaid: Ministry of Advanced Education, Training and Technology, 1990.

  This document begins with a brief overview of principles of adult learning and instruction, then describes several activities for adult learners based on these principles. Submitted by instructors throughout B.C., these activities are interesting and exciting for the learner and instructor/tutor. This document is a highly readable and practical combination of literacy theory and practice and includes an annotated list of resources for further references.

Additional information available from:

- *Resource Guide for Literacy Practitioners*. Ontario Ministry of Education, Literacy Branch. Toronto, Ont.: Ontario Ministry of Education.
  Available from: Tracy Odell, Project Coordinator
  Ministry of Education - Literacy Branch
  626 Church Street, 6th Floor
  Toronto, Ontario M4Y 2E8
  Tel: (416) 326-5400

- *Provincial Update on ABE Articulation*. Ministry of Advanced Education, Training and Technology. 1991 Annual.

  The Articulation Guide contains a section on "Fundamental Level Skills" (literacy):

  "The subject areas described in the Fundamental Level are Coping Skills, English (Reading and Writing) and Mathematics. While Social Studies and Science are not delineated as discrete content areas here, an integrated approach to teaching fundamental skills and strategies incorporates Social Studies and Science content in order to assist learners in acquiring a better understanding of themselves, their communities and their participation in Canadian society through their study in and use of real-life materials, activities and experiences."

MARKETING AND PROMOTING THE PROGRAM

Community members planning to initiate a literacy program will be inspired by recent statistics. The Southam Newsgroup National Literacy Survey (1987) and the Statistics Canada National Literacy Survey (1989) point to a large, target population which stands to gain from literacy programming. Reaching learners, however, is a challenge requiring marketing and promotion strategies.

The strategy can be simple. The main requirement according to Bob Warick, Director of Public Information, Fraser Valley College is clear thought and planning around the "four P's" of marketing:

1. Product: Program
2. Place: Location
3. Price: Fees
4. Promotion: Advertising

Program

- Begin by writing a mission and goal statement. What is the purpose of establishing a literacy program in the community?
- Define the characteristics of the potential learners (age, gender, First Nations people, ethnic groups, ESL, families, teenage mothers, seniors, others).
- Anticipate learners' needs and goals based on age, gender, location, employment, childcare, etc.
- Define the program and the services offered. Include a description of program components.
- Consider trends and factors affecting the program such as an additional need for workplace literacy or family literacy, the involvement of the community library, the existence of other literacy groups and literacy partnerships in the area.
- Set marketing goals. Example: to attract twelve learners in the first month of operation, to increase literacy awareness in at least three community agencies, to solicit a set amount of funds, to initiate a literacy partnership with the library.

MARKETING/PROMOTION

Location

- Consider the importance of the location and its street visibilty.
- Define what space is needed.
- Examine the space available and when it is available.
- Determine the cost of the space.
- Decide if the location is central to the learner population.
- Determine if learners can reach it by public transit.
- Discuss whether learners will feel comfortable in the space. For instance, is there a place for coffee and socializing which is separate from the study area?

Price

- Set a budget for start up.
- Learn what source of funding is available (government, community agencies, service clubs, gifts in kind, fundraising).
- Ask which literacy partners could share the cost.
- Decide if there will be a cost to learners.

Promotion [1]

- Use a consistent theme or slogan in the advertising
- Use paid advertising (print, radio, T.V.)
- Distribute posters, brochures, other print material

  NOTE: When advertising with print, it is important to control the vocabulary and the amount of text and to use a graphic illustration or photograph if the budget will allow it. Aim the message at functionally low readers or at those who know someone who cannot read. It makes no sense to say, "If You Cannot Read This, Please Call...". A message which says "If you know someone who cannot read this..." makes more sense.
- Write news releases and feature stories (learner stories, staff profiles, program profiles).
- Plan radio and television appearances.
- Arrange special projects (mall displays, no-host literacy breakfasts/luncheons, community forums).

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[1] See also the sections "Accessing the Media" and "Conducting a Public Awareness Campaign", pages 43 to 48, for more detailed recommendations.

MARKETING/PROMOTION

- Write letters of information to government agencies such as Canada Employment Center, Department of Indian Affairs, Ministry of Housing and Social Services, Legal Aid Society, etc. Follow the letter with a phone call and an offer to meet.
- Make personal contact with other community literacy groups such as learning disability organizations, service clubs, community services, school districts, medical offices, clergy).
- Track the response to your promotional activities. When anyone (tutor, learner, community member) inquires about the program, ask how they heard about it, and record the information. Knowing which activities brought the greatest response will help direct further promotions.

Publicity Checklist for Recruiting Learners

Try to do some of each of the following. As you complete a piece of publicity, check off the item.

Newspaper publicity:

____ daily newspaper
____ weekly newspaper
____ shopper news
____ community newsletters

Radio and T.V. publicity:

____ "spot" announcements
____ talk shows
____ news stories
____ interviews
____ announcements on "community bulletin board" etc.

Church publicity:

____ pulpit announcements
____ bulletin inserts
____ posters
____ newsletters
____ church-school handouts

MARKETING/PROMOTION

Posters, flyers, banners in:

____ laundromats
____ food stores
____ restaurants (place mats)
____ health clinics
____ employment offices
____ crisis clinics
____ discount stores
____ service stations
____ car washes
____ movie theatres
____ social services offices

Hand-outs at:

____ shopping centres
____ street corners
____ door-to-door

Mailings with:

____ social assistance cheques
____ bank statements
____ Hydro bills
____ school notes

For more information on recruiting students, consult

- *Encouraging Adults to Acquire Literacy Skills*. Audrey Thomas: National Literacy Secretariat, Ottawa, Ontario K1A 0M5, 1990.

  Thomas discusses the following issues: What is the problem? Who are the low-literate adults? What is literacy and why is it important in our society? Why do low-literate adults not participate in programs? What do participants say about coming to adult basic literacy programs? And what about dropouts? The second part of the booket focusses on the recuitment and retention of learners.

MARKETING/PROMOTION

- *The Reluctant Learner: A Research Report on Non-Participation and Dropout in Literacy Programs in British Columbia.* Audrey Thomas. Ministry of Advanced Education, Training and Technology, 1990.

  This report considers reasons for non-participation in A.B.E. programs in British Columbia and reasons for student attrition from those programs. The report reflects the results of research which included visits to literacy classes in various locales of the province and two telephone surveys. Some of the major findings of the report reveal the need for increased support systems for adult literacy learners such as peer counselling and tutoring to help both in student recruitment and retention. The need for more thoughtful and focussed marketing of programs is also highlighted. A research report which reflects concerns and ideas of literacy practitioners and learners, it is a useful resource for program administrators, literacy instructors, and volunteers.

RECRUITING VOLUNTEERS

Literacy programs began with the help of volunteers - a trend which continues today as volunteers participate in literacy instruction nation-wide. Literacy volunteers offer commitment and there is always a demand for their services. Still, controversy exists over the use of volunteers in literacy programs, the major concern being inadequate training for the job and the use of volunteers to avoid hiring staff. Since this issue is currently under review by the Adult Basic Education Association of B.C., this section only focusses on basic assumptions underlying volunteerism.

1) Who volunteers?

The typical volunteers (mature, female homemakers and retired males) no longer dominate the scene. Today volunteerism also attracts younger men and women, many of whom are employed outside the home. A growing number of volunteers are students and professional people, which suggests literacy volunteer advertisements should be written to appeal to people from a wide range of groups.

2) Why do people volunteer?

People volunteer because they are moved by the desire to fill basic personal needs. For example, some volunteer for the opportunity to explore career interests such as teaching; some volunteer because they need volunteer experience - as a prerequisite for another program perhaps; some volunteer because they have a deep commitment to a particular area of service; some seek new friends or relationships; others volunteer because they need to be needed; and still others volunteer for the adventure/challenge offered by a new experience. All are excellent reasons for volunteering. The coordinator should remember that volunteers "have needs" and for the volunteers to stay committed to the program, those needs must be met.

3) What should volunteers expect of their coordinator?

Volunteers deserve the same consideration and respect given paid employees, if not more. Here are the reasonable expectations of one group of literacy volunteers:

- to receive an orientation to the program
- to receive job guidelines
- to receive training for the job
- to receive teaching materials
- to receive in-service training

- to receive guidance and support
- to have access to the coordinator (in person/by phone)
- to have their time well used
- to be involved in planning
- to feel part of "a team"
- to receive feedback on performance (evaluation)
- to be granted some flexibility (winter holidays etc.)
- to receive recognition

4. What should the coordinator expect of volunteers?

Volunteerism is a form of work, which to be carried out effectively requires that clear guidelines be communicated to volunteers. Here are the expectations of one coordinator:

- to attend all training sessions
- to attend in-service training
- to attend recognition events
- to be commited to the learner
- to use initiative/creativity in planning a course of study with learner
- to assume role of teacher rather than counsellor
- to communicate regularly with coordinator on learner's progress
- to discuss learner concerns with coordinator
- to be commited to the program
- to discuss program concerns with coordinator
- to assist in the planning and evaluation of the program
- to return books/materials
- to send reports in on time

In summary, the success of employing volunteers in a community literacy program is based on good communication, cooperation, and above all - commitment. To this list, Maureen Stephens of Okanagan College adds, "honesty.... If you level with the tutors at the beginning of the program, they trust you. For example, say 'you'll spend 4-5 hours a week volunteering'... don't say 'about 3 hours a week'. You have to give them a chance to understand the commitment." Committed volunteers whose needs are met, stay, and some stay a long time. An earmark of a quality literacy program is one which has a roster of seasoned volunteers.

TUTOR TRAINING

Tutor Training Overview

Training volunteer tutors to teach is a critical factor in the success of a literacy program. It is good practice to assume that volunteers responsible for teaching learners deserve the best possible preparation and that learners deserve well prepared tutors! For this reason, considerable time should be set aside to plan a tutor training course. A well trained roster of volunteers will support a program through many growing pains.

The following provides the beginning tutor trainer with ideas and suggestions, many of which are practiced in tutor training courses throughout the province.

Planning the Course

1. Identify the course content (theory/practicum): for guidance, gather course outlines from other groups who have trained tutors. See "Community Programs" section for names of other volunteer literacy programs.

2. Based on course content, decide the total hours of instruction required and a likely time-slot, e.g. 7:00-9:30 p.m., 2 evenings/week, over 4 weeks, for 20 hours of instruction.

3. Advertise for tutors, inviting pre-registration in person or by telephone. Some coordinators require a personal interview with potential tutors; others do not. Talk to other trainers to learn how they handle this step.

4. Have potential tutors complete a questionnaire (a sample is provided at the end of this section) before the training begins. Returning the questionnaire in person or by mail is a pre-commitment by the tutors and gives the trainer an overview of the class. Pre-registration also provides enrollment information for material preparation, space required, practicum arrangements etc.

5. Occasionally, trainers recognize strong potential tutors who are unsure of their own suitability for the task. One way to handle this dilemma is to invite these people as guests to the first evening of training. After the first session, they will be in a better position to decide if they wish to become tutors.

6. Trainers also need to be prepared to deal sensitively with unsuitable tutors such as people whose English skills do not enable them to handle the job or people whose personal problems are so extensive they interfere with the ability to tutor. This can occur at any time in the program and is one of the more difficult problems a tutor trainer or coordinator will have to address. Handling the situation requires *extreme sensitivity* since not being accepted or continued as a volunteer is very difficult for an individual to understand, especially if that person is under duress.

   Some programs deal with this matter by setting policy on volunteer qualifications, e.g. requiring reading and writing samples or committee interviews etc. Others deal with the problem as it arises. Consult other volunteer coordinators for advice, but in every case, effort should be made to safeguard the volunteers' self-esteem by helping them to leave the program comfortably. If this is not possible, take comfort in knowing the learners' rights to good tutoring are being protected.

Designing the Course

To give beginning tutor trainers ideas for course design, tutor training topics are presented in an eight session format, two and one-half hours per session. Tutors should be assigned reading between sessions. A list of resources are recommended at the end of this section.

<u>Session 1</u>

Welcome and Introductions
- greetings and good wishes, for instance, from a board member

Get Acquainted
- communication exercises

Literacy: background information
- definitions of literacy
- history of the movement
- accomplishments of the movement
- literacy partnerships

Volunteerism
- why do people volunteer?
- what are the responsibilities of volunteers?

- what should volunteers expect of their coordinator?

Code of Ethics
- understand relationships among tutors, learners, and the organization. (See sample code of ethics on page 82.)

Session 2

Adult Learners
- a profile (small group discussion; report back)

The Tutor
- a profile, (expectations, concerns, joys)
- a chance for tutors to talk about themselves and the role, and to ask questions of a panel of trained tutors

Learning
- whole language (what does it mean?)
- learning styles (how do people learn - visual, auditory, kinesthetic, tactile?)
- whole to part, part to whole

Learning Disabilities
- what are they?
- what are the symptoms?
- what are the strategies?

Session 3

Reading Process
- the definition - to read is to get meaning from print
- the steps (decoding, comprehension)
- decoding
  - sight words
  - word attack skills
    - context clues
    - phonics
    - word patterns
    - structural analysis
    - dictionary/thesaurus

- comprehension
  - vocabulary
  - thinking skills/questioning techniques
    - referent (knowledge of subject)
    - literal information (factual)
    - interpretive (summary)
    - inferential (synthesis)
    - critical (evaluative)

Session 4

Reading Strategies
- reading for different purposes
- guided reading
- duet reading
- reading aloud (when, why)

Session 5

The Writing Process
- pre-writing (generating techniques)
- clustering/mapping
- freewriting
- brainstorming
- guided imagery
- focussing
- outlining
- drafting
- revision
- editing

Session 6

Types of Writing
- sentence frames
- practical/functional writing (letters, life experiences, opinion)
- creative writing
- journal writing
- partner writing

TUTOR TRAINING

Spelling
- strategies

Handwriting (cursive/manuscript)

Session 7

Materials
- review of program material
- finding appropriate material to suit the learner
- writing or adapting material to suit the learner
- newspapers (Westcoast Reader, NewsReader)/magazines (Voices)

Practicum (optional)
- arrange for volunteers to tutor under supervision, i.e. in a home or classroom with an experienced tutor.

Session 8

Planning/Record Keeping
- first meeting with learner
- commitments (tutor/learner)
- setting goals
- planning tutoring sessions
- assessing progress
- reporting instructional hours and progress to coordinator
- attending in-service training

Evaluation
- tutors evaluate the training course (theory/practicum)

Tutor Training Certificates
- celebration/refreshments

SAMPLE

TUTOR CODE OF ETHICS

From: Douglas College - I-CARE Program

Because tutors place high value on objectivity and integrity in the service they offer, they uphold this Code of Ethics:

The tutor has chosen to help by teaching reading and keeps that the primary activity of I-CARE tutoring.

The tutor displays an attitude of shared adulthood and respect for students.

The tutor protects the confidence placed in her/him by students. The tutor keeps in confidence personal information offered by a student.

The tutor is bound to respect the confidentiality of the other tutor-learner relationships.

The tutor refers a student to appropriate Douglas College personnel when that student requests help beyond the tutor's training or skills.

The tutor does not speak on behalf of the I-CARE program without prior approval of appropriate Douglas College personnel.

The tutor keeps the commitment of interest and time made to a student and to the I-CARE program of Douglas College.

NOTE: This may be copied and distributed to tutors.

Tutor Training Resources

Print

- *A Guide for Tutoring Adult Literacy Students*. Joyce Cameron. Ministry of Advanced Education, Training, and Technology, 1988.
- *A Guide for Tutoring ESL Students*. Jennifer House. Ministry of Advanced Education, Training and Technology, 1988.
- *Handbook for the Volunteer Tutor*. ed. Sidney Rauch and Joseph Sanacore. Newark, Delaware: International Reading Assocation, 1985.
- *The Right to Read: Tutor's Handbook*. Toronto, Ont. Frontier College.
- *Tutor*. Ruth Colvin and Jane Root. New York. Literacy Volunteers of America, 1987.
- *The Tutors Toolbox: 25 Proven Techniques for Literacy Tutoring*. Bill Graham. Prince George, B.C.: College of New Caledonia.
- *Whole Language and Adult Literacy Instruction*. Paula Davies and Ann McQuaid, Ministry of Advanced Education, Training, and Technology, 1990.
- *Working Together: A Handbook For Volunteer Tutors*. Jennifer House and Myrna Rabinowitz. Ministry of Advanced Education, Training, and Technology, 1990.

Non-print

- *Bluffing It* - an acclaimed movie about a man's struggle to become literate. Stars Dennis Weaver. Nabisco.
  Available from: Adult Literacy Contact Centre,
  #622-510 West Hastings Street,
  Vancouver, B.C. V6B 1L8.
  Tel: (604) 684-0624 or 1-800-663-1293 (toll-free in B.C.)
- *Illiteracy: The Challenge* - (video) featuring adult learners, literacy practitioners and literacy programs in B.C.
  Available from: Knowledge Network,
  #300-475 West Georgia St.,
  Vancouver, B.C. V6B 4M9
  Tel: (604) 660-2000; Fax (604) 660-2048.

- *I'm Not Stupid: I Just Can't Read* - (video) of four Washington State adult learners who poignantly describe their feelings about literacy. KCTS TV (Channel 9). Not currently available.

- *It Works Both Ways* - (video) which follows a volunteer tutor and learner through their course of study. A variety of beginning reading and writing techniques are demonstrated. Simulation.
  Available from: Access Network,
  295 Midpark Way S.E.,
  Calgary, Alberta T2X 2A0
  Tel: (403) 256-1100

- *Journeyworkers* - (video) featuring a five-part series where actual tutors and learners demonstrate effective approaches to reading and writing.
  Available from: Access Network,
  295 Midpark Way S.E.,
  Calgary, Alberta T2X 2A0
  Tel: (403) 256-1100.

- *Somebody Called Ernestine* - (video) featuring a middle-aged Native woman who turns away from alcoholism and abuse to a new life where literacy is required for self-reliance. Jeffrey Howard Productions, 893 Shorewood Drive, R.R. #1, Site 118, C-56, Parksville, B.C. V0R 2S0 Tel: (604) 248-9311.

VOLUNTEER TUTOR QUESTIONNAIRE

NAME: _____ PHONE: (W)_____ (H)_____

ADDRESS: _____POSTAL CODE:_____

OCCUPATION: _____

EMPLOYER: _____

PLEASE DESCRIBE PREVIOUS VOLUNTEER WORK:

_____

_____

PLEASE DESCRIBE YOUR INTERESTS:

_____

_____

PLEASE DESCRIBE OTHER TRAINING OR WORK EXPERIENCE THAT MAY HELP IN MATCHING YOU WITH A STUDENT:

_____

_____

_____

WHEN ARE YOU AVAILABLE TO TUTOR? (Check one or more)

MORNINGS _____, AFTERNOONS _____, EVENINGS _____, WEEKENDS _____

WHERE DO YOU PREFER TO TUTOR? YOUR HOME ____ STUDENT'S HOME ____

ELSEWHERE ____

DO YOU HAVE TRANSPORTATION? ____

STUDENT PREFERENCE: Female ____, Male ____, Either ____

HOW DID YOU HEAR ABOUT THIS PROGRAM?_____

_____

FRASER VALLEY COLLEGE
JUNE, 1991

CREDENTIALING OF LITERACY PRACTITIONERS

Credentialing of literacy instructors and volunteer tutors is an issue of increasing concern to those in the literacy field in British Columbia. Currently, initial symposia, such as the Accreditation Workshops held in Prince Rupert, April 1991, are considering broad guidelines for such a process.* A well-developed model for this process, introduced to British Columbia literacy practitioners at the October 1990 "Literacy 2000" conference at Douglas College, New Westminster, is the "Initial Certificate in Teaching Basic Communication Skills".

The Initial Certificate in Teaching Basic Communication Skills is a successful approach to literacy worker accreditation developed by the Adult Literacy and Basic Skills Unit for paid professionals and volunteers in London, England. They published a set of materials which is used as the basis for training volunteers and professionals new to teaching literacy skills. The introduction to the training booklet notes that this programme will be of interest both to "newly appointed paid staff whose previous teaching experience has not included adult literacy and basic skills work" and to "newly recruited volunteer tutors who will be working with students in a group or on a one to one basis". Those who complete the training receive a certificate.

The materials consist of an introductory booklet, eight booklets which serve as training manuals for each of the components, and a set of handouts and assignments to accompany the training manuals. The course allows for specialization in literacy or numeracy instruction. Five of the eight components are "core" topics taken by all participants:

- adults as learners
- literacy, numeracy and course planning
- materials development workshop
- local priorities
- planning, record-keeping and course evaluation

Those specializing in literacy instruction participate in three components focusing on:

- literacy: Reading Skills Assessment and Program Planning;
- literacy: Extended Reading Skills and Developing Writing; and,
- literacy: Writing and Spelling

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* For copies of materials produced from these proceedings, contact Linda Mitchell, Executive Director, Literacy B.C. #1128 - 510 W. Hastings Street, Vancouver, B.C. V6B 1L8, 687-5077

CREDENTIALING OF LITERACY PRACTITIONERS

Those specializing in numeracy instruction participate in three components focusing on numeracy in context:

- numeracy: Assessment and Program Planning
- numeracy: Methods of teaching and learning

The manual suggests that the material be delivered in a total of 16 hours of instruction. Incorporated into the programme requirements for certification is 6 hours of supervised teaching practicum experience after the second component so that the training sessions have immediate relevance and applicability. The manual also notes that this initial certificate is part of a three part accreditation process. More experienced tutors and in-service professionals can participate in the "City and Guilds Certificate in Teaching Basic Communication Skills". Those with extensive experience can opt for the "R.S.A. Diploma in Teaching and Learning in Adult Basic Education".

Although the materials contain some specifically British references and idioms, they are extremely well-delineated and could easily be adapted for Canadian tutor trainees. This is an excellent resource for tutor trainers and for those interested in exploring possible models of literacy worker accreditation which credit both paid professionals and volunteers for their training and experience.

Copies of the Initial Certificate on Teaching Basic Communication Skills materials publication are available from:

Adult Literacy and Basic Skills Unit
Kingsbourne House, #229 - 231 High Holborn
London, England, WC1V 7DA

For further information on credentialing of literacy practitioners, consult:

- *Literacy Practitioner Training and Accreditation: Preliminary Research Study Summary Report*. Carol Rowland, Ontario Literacy Coalition: National Literacy Secretariat, 1991.

ASSESSING LEARNERS

Initial Assessment

Initial assessment of the adult learner provides the volunteer tutor program coordinator or administrator with the information necessary to successfully place the learner with a volunteer tutor at an appropriate instructional level. The initial assessment consists of two parts: a) an introductory interview to determine the learner's current goals and relevant background experience; b) a diagnostic test of reading and writing abilities. Allow approximately one hour for the initial assessment session.

Introductory Interview

The introductory interview with the prospective student is the most important part of the placement process. This interview provides an opportunity for the learner to discuss his or her goals for reading improvement in an informal, non-threatening conversation; the interview provides an opportunity for the interviewer to put the student at ease, and, at the same time, to elicit information necessary for student-tutor matching and for determining further diagnostic testing procedures. Explain, in a general way, how the literacy program works. Make sure the learner knows that confidentiality will be respected. The following guidelines will increase the diagnostic value of the introductory interview:

- Ask about the student's reason(s) for wanting to improve reading skills. This is an important consideration in determining an appropriate program and materials.

- Ask, in a general way, about former schooling. Find out the number of years of school attended, age of school leaving and how long it's been since student has had any "school-type" learning experiences. Also, ask the student to describe the reading difficulties s/he experienced in school. These questions will elicit both factual and affective responses: e.g., how the learner feels about school experiences. The longer the student has been out of school the more nervous s/he's likely to be. The earlier the student experienced reading difficulties, the lower the level of initial testing.

- Find out if the student does any independent reading and, if so, what kind. This will help in determining a starting place in the diagnostic testing to follow and later in choosing program materials suited to the student's reading interests.

- Find out about leisure activities, hobbies, interests, etc. This information will help in the matching process.

- Ask the student to tell you what kinds of difficulties s/he has with reading. Adult learners often give very accurate descriptions of the nature of the problems they face as readers.

- Has the student had a formal assessment of reading abilities previously? If recent and accessible this can be an additional source of information.

- Find out about the student's responsibilities as a worker or as a parent. This will determine times available for instruction and amount of time available for supplemental work.

- Ask about specific blocks of time student is available, preferred location for tutoring (learner's home, tutor's home, neutral location) and whether student prefers to be tutored by a man or by a woman.

- Make note of any physical problems which might make learning difficult (vision, hearing, etc.) or require remediation.

- Find out how the student heard about the program. This is an excellent way to discover which marketing tools are most successful in bringing students into the program.

The following forms (p. 95-96) will help guide the interview process. The "Learner Intake Form" is a very general guide which was first used in the V.A.L.T. Program in Prince George. The "Learner Information Sheet" is a more detailed guideline adapted from *Handbook for the Volunteer Tutor* (2nd Ed.) Rauch & Sanocor, 1987.

Diagnostic Reading Assessment

The second part of the assessment and placement process is an assessment of the learner's reading skills. This assessment can be done immediately after the introductory interview or at a separate session. Conducting the reading assessment immediately after the introductory interview has several advantages:

- the student will feel less anxious continuing after the introductory interview than coming back on a second occasion to deal with a testing session "cold".
- the interviewer can immediately apply diagnostic information gained through the

interview session (both factual and affective) to the reading assessment thus ensuring (a) use of diagnostic instruments suited to the learner's needs and (b) a more accurate diagnosis of reading difficulties.

- conducting both parts of the initial assessment in the same session is less time-consuming for the volunteer tutor program coordinator and results in faster placement of the learner.

However, if it is apparent from the introductory interview that the learner has significant learning difficulties that may require a more lengthy assessment session, it may be wise to divide the testing into two separate sessions. Dividing the testing into two sessions allows the tester to see the learner perform on two separate occasions, thus giving a more reliable picture of overall performance. (The first testing session may have caught the learner on a "bad day"). This also avoids overwhelming the learner with testing in the initial assessment session.

Choosing a Reading Assessment Test

Since the purpose of the initial reading assessment is to diagnose individual reading difficulties, it is best to choose an assessment approach which will give the tester detailed information about that particular individual's reading process. Although standardized reading tests such as the *Stanford Test of Reading (Brown Level)* or the *Adult Basic Learning Examination (ABLE)* are useful in group testing situations, they give very little diagnostic information about the reading process of an individual student. Tests which use an "informal reading inventory" approach are more useful because they allow the tester to see how the learner performs during the reading process. These tests cover an inventory of reading skills at several levels of difficulty, such as oral and silent reading, word analysis skills, phonics and comprehension and give the tester an inventory of diagnostic information about the kinds of errors (miscues) students make in oral reading, patterns of word analysis and phonics difficulties, patterns of comprehension strengths and weaknesses and levels of individual word recognition. Informal Reading Inventories can determine the learner's independent (reading without help), instructional (reading with assistance) and frustration reading levels; therefore, they provide an excellent guideline for choosing both instructional and free reading material.

The following tests give individual diagnostic information using variations of the informal inventory approach:

- *Analytical Reading Inventory*. Woods and Moe, Charles E. Merrill, 1981.

- *Bader Reading and Language Inventory*. Bader, MacMillan, 1983.
- *R.E.A.D. Test (Reading Evaluation Adult Diagnosis)* Literacy Volunteers of America, 1982.

All of the above published tests contain instructions and suggestions for administering the assessment and forms for recording the results of the assessment. It is also possible to put together an informal reading inventory of graded reading passage and word lists developed from local curriculum or "teacher-made" materials.

For more information about putting together and administering a locally developed informal reading inventory, consult:

- "Diagnosis of Reading Difficulties". Richard Cerner, in *Handbook for the Volunteer Tutor*, Second Edition, ed. Sidney Rauch & Joseph Sanacore. Newark, Delaware: International Reading Association, 1985, p. 18-36.

- *Working Together: A Handbook for Volunteer Tutors*. Jennifer House & Myrna Rabinowitz: Ministry of Education, Province of British Columbia, 1984.

Direct Writing Assessment

If the learner has participated in filling in the introductory interview form, the test administrator will have a good idea whether an assessment of writing skills is appropriate. A short writing sample can give the administrator valuable information for program planning. The direct writing assessment can reveal patterns of spelling errors which may indicate phonic difficulties not evident in the phonic analysis section of the reading assessment. A direct writing sample can also indicate whether the learner has a basic understanding of sentence structure.

The learner should be encouraged to "write a few lines" (half a page at most) which will help in planning his or her program. Advise the student not to worry about spelling - anything he or she can get down will be helpful. Since learners generally are highly anxious about writing, the best approach is to ask students to write about the subject they know best: themselves. An obvious topic choice is to ask the student a question which has already come up in the introductory interview: "Tell me why you decided to return to school". See the form "Writing Sample", p.99, for topic ideas for learners to write a short "letter" about themselves.

For detailed information on identifying error patterns in writing samples, consult:

- *A Guide for Tutoring Adult Literacy Students*. Joyce Cameron. Ministry of Advanced Education, Training & Technology, Provincial Curriculum Publication, 1988, p. 85-88.

Ongoing Assessment

The initial assessment helps to place the learner at the appropriate entry level. However, assessment, like learning, is an ongoing process. The best techniques for ongoing assessment involve a partnership between learner and tutor to observe and analyze reading and writing processes.

An assessment approach which focuses on developing effective strategies for comprehension and composition engages the learner as a partner in her own learning process. Together, tutor and learner can develop techniques for monitoring the comprehension and composition processes, for identifying patterns in those processes, and for developing effective strategies to improve those processes. For example, the simplest reading comprehension technique is to ask the learner to produce an oral summary: "Tell me in your own words what the story/article is about". This technique is a component of a teaching methodology which encourages learners to take control of their reading/learning process. Learners are encouraged to stop at strategic points during the text to monitor their comprehension process: to summarize in their own words what they have read and predict what will come next. In this sense, assessment and instruction are both components of the ongoing learning process.

The publication *A Guide for Tutoring Adult Literacy Students*. Joyce Cameron. Ministry of Advanced Education, Training and Technology, 1988 describes teaching techniques and strategies for ongoing assessment which illustrate a partnership approach between learners and tutors, focussing on the processes involved in learning to read and write. For example, Cameron's "Word Attack Strategies" self-evaluation activity (see "Learning Strategy Chart" reprinted on p. 101) engages the learners in the learning/assessment continuum, challenging them to examine their own strategies as they encounter unfamiliar words.

For more information on techniques for ongoing assessment of reading and writing skill, consult the following resources:

- *Assessing English Skills: Reading (A Resource Book for Adult Basic Education)*. ed. David Harrison: Ministry of Advanced Education Publication, 1984.
- *Assessing English Skills: Writing (A Resource Book for Adult Basic Education)*. ed. Alan Dawe: Ministry of Advanced Education Publication, 1984.
- *Direct Measures of Writing Skill: Issues & Applications*. V. Spandel & R. Stiggins: Northwest Regional Laboratory, Portland, Oregon, 1981.
- *How's It Going? An Alternative to Testing Students in Adult Literacy*. M. Good, & J. Holmes: Adult Literacy Unit, London, England, 1978.

LEARNER INTAKE FORM

This form is only a guide. It is not essential that everything be completed. If possible, encourage conversation about the learner's work, home life, and schooling. Be warm and non-judgemental. Briefly write everything that you learn.

Name: _____ Date: _____

Address: _____ Sex: M ____ F____

_____ Age: 17-21

_____ 22-30

31-40

Telephone: _____ 41-50

51-60

Best time to contact: _____ 61-70

_____ 70+

Where did you hear about tutoring? _____

Best tutoring times: Days _____ Evenings _____ Weekends _____

Own transportation available? _____

Where prefer to meet tutor? Tutor's home _____ Student's home _____

Elsewhere: _____

Preferred sex of tutor: _____ M _____ F

General assessment: _____

_____

_____

_____

_____

_____

_____

Tutor: _____ Date assigned: _____

LEARNER INFORMATION SHEET

Name: _____

Home Address: _____

Telephone Number: _____

Date of Birth: _____

Length of Schooling _____ years Location: _____

Age when you left school _____

Do you work outside the home? Yes _____ No _____

What kind of work do you do? _____

_____

Do you have other responsibilities that might affect the time you have available for tutoring?

_____

_____

Why do you want to improve your reading? _____

_____

When do you have free time? Days and times (morning, afternoon, evening)

_____

Where do you want to be tutored?

Your Home _____ Your Tutor's home _____ Other _____

continued ...

LEARNER INFORMATION SHEET - continued

Preferred Sex of Tutor: Male _____ Female _____ Either _____

Do you read any magazines or newspapers? Yes _____ No _____

Which ones? _____

What kinds of problems do you have with reading? _____

_____

Do you ever do any writing? (e.g. letters, notes to teacher)

Yes _____ No _____ If yes, what kind? _____

Do you have any health problems that make reading difficult?

Yes _____ No _____ Type of Problem: Vision _____ Hearing _____ Other _____

Have you ever had a test to find out about your reading skills and problems?
Yes _____ No _____

If yes, where were you tested? _____ When? _____

How did you find out about the Volunteer Tutor Program? _____

_____

Is there any other information that you could give that might help in matching you with a tutor and in planning your reading program? (e.g. interests, hobbies, special needs).

_____

_____

_____

_____

_____

WRITING SAMPLE

The idea of this writing exercise is to get samples of writing from people entering adult basic education courses. These samples help your instructors to place you in a program which best meets your needs as a student.

INTRODUCTORY LETTER

A. Write a short letter to (Name of Literacy Coordinator) telling something about yourself.

B. Your introductory letter may include any of the following ideas. You may also write about things that are not on this list:

Letter Ideas

- Where you are from.
- What kind of jobs you've had.
- What your favourite leisure activities are.
- What foods, television shows, books (etc.) you like.
- What your feelings are about jobs, school, the place you live.
- Why you decided to return to school.
- What your future goals or plans are.

C. Take your time writing your letter. Hand it in when you are satisfied with it.

Make sure your name is on it.

LEARNING STRATEGY CHART

ASSESSING MY WORD ATTACK STRATEGIES

a) Every Time b) Sometimes c) Rarely d) Never

1. When I come to a word I don't know:

___ I try to sound it out
___ I break it into parts
___ I look for parts of the word that I've seen and know from other words
___ I use the rest of the sentence (paragraph) to help me figure out what it says
___ I use a dictionary
___ I ask someone
___ I skip over it

2. When I think I've figured out what a word says I check it by:

___ repeating it several times to be sure
___ reading the sentence (paragraph) over to see if it makes sense

3. When I know for certain what the word is:

___ I make a decision to remember it
___ I write it down to practice it
___ I think of other words that are similar
___ I picture it in my mind
___ I say it aloud several times

(Reprinted from *A Guide for Tutoring Adult Literacy Students* (1988) p. 82.)

SELECTING AND DEVELOPING MATERIALS

The key to selecting and developing literacy materials is knowing the learner. That is, to select and develop materials for learners, the instructor or tutor needs to be familiar not only with the learner's ability level but also with his or her needs, goals and interests. As much as possible, tutors should be encouraged to utilize and develop "real-life" materials to supplement prepared materials. For example, a learner who is having difficulty reading and writing on the job should bring shift-end reports, union materials or production manuals to tutoring sessions. The tutor can rewrite some of these materials for the learner's ability level; the tutor can also utilize on-the-job materials to teach strategies for comprehension and composition, illustrating how the material is organized and how to develop effective strategies to read production manuals or to write shift-end reports. Similarly, a young mother who is interested in parenting issues will be interested in reading parenting articles in magazines or newspapers. These articles (rewritten at the learner's reading level) can also be used to teach key strategies for comprehension and composition. For all learners, the newspaper is a rich source of material relevant to their lives. It is important to remember that adult learners, like all citizens, have both a vital interest in and critical awareness of current news events and social issues.

One excellent resource for making the news of the day accessible to readers is the "NewsReader Page" in *The Province*.[1] This full-page feature appears every Thursday morning and focuses on significant issues in the news, written at a beginning reading level. Examples of topics covered in the "NewsReader Page" over the last year include Indian Land Claims, the release of Nelson Mandela and the Exxon Valdez Oil Spill.

Another excellent source for adult news articles in the *West Coast Reader*. This newspaper, now in its tenth year of publication, is published monthly from September to May. The articles, suitable either for adult literacy learners or English as a second language learners, include a range of reading levels from beginning adult reading to more advanced (grade 1-5 equivalency). The articles include issues-oriented news stories, feature articles and human interest stories. The paper also includes features such as word puzzles and recipes. A regular supplement section focuses on themes such as renters' rights, literacy issues or ecology. The paper also publishes a teacher's guide which includes questions, exercises and teaching suggestions for that month's articles and supplement section.

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[1] See "Literacy Partnerships" section, p. 127 for a detailed description of the NewsReader Page.

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SELECTING AND DEVELOPING MATERIALS

Materials written by learners for learners are a compelling source of adult reading materials. The publication *Voices: New Writers for News Readers* provides an excellent example. Published quarterly by the Lower Mainland Society for Literacy and Employment, *Voices* publishes writing from beginning writers (including dictated pieces) and from more advanced writers. The publication also includes sections on instructional theory and practice and reviews of new adult literacy reading material. Not only does *Voices* provide accessible and motivational reading material for learners, it also provides an opportunity for beginning writers to see themselves in print.

A wide variety of prepared, easy-reading and instructional materials is also available for literacy instructors and tutors in British Columbia. One excellent resource which critically appraises reading and writing materials available for adult learners is *The Literacy Materials Bulletin*, a project of the Ministry of Advanced Education Training and Technology and Secretary of State. This periodical is prepared by a panel of literacy educators who review and field-test recently published (and long-standing favourite) fiction and non-fiction reading materials for literacy learners. The publications criteria for selection includes considerations such as bias for age, sex and race, appropriateness of content and reading level for adult learners, success with learners, and current availability. The publication also reviews computer software for literacy classes and materials designed for workplace literacy programs. The materials reviewed in "The Bulletin" are available on a month-long loan basis from the Centre for Curriculum and Professional Development.

Another resource which reviews available instructional and reading materials for adult learners is the *Adult Literacy Resource Information Package*, a joint project of the Adult Basic Education Association of British Columbia and the Ministry of Advanced Education Training & Technology (1988). All of the resources identified in the booklet were recommended by literacy instructors who have successfully used the materials with adult learners. Entries for recommended learners materials include suggested instructional level and area of study (e.g. reading comprehension). The booklet also reviews instructor references, including texts, computer-assisted instructional materials, videotapes and newspapers.

Computer Assisted Instruction programs (CAI) provide an additional source of learner materials for instructors or tutors who have access to classroom computers. One example of computer assisted instructional programs is the Computer Curriculum Corporation (C.C.C.) program, (reviewed in the Spring 1991 issue of *The Adult Literacy Materials Bulletin*). The ease of writing and revising on a simple word-processing system helps to engage adult learners in the writing process, dramatically increasing confidence and production ability.

SELECTING AND DEVELOPING MATERIALS

For more information on selecting and developing materials, consult the following resources:

- Adult Basic Education: *Adult Basic Literacy Curriculum Guide and Resource Book.* Ministry of Advanced Education and Job Training, 1987.

  This is an essential resource for program developers and practitioners planning a literacy program for adult learners. Utilizing a whole language/language experience approach, the guide contains three distinct parts: Part 1 "The literacy Curriculum" discusses curriculum philosophy, goals and methods; Part 2: "Course Design", instructs the reader how to develop "theme units" for adults - an approach where literacy skills are taught in the context of life themes important to adults. Part 3 "Sample Theme Units" contains sample theme units which can be used by instructors and serve as samples for other theme units which can be developed by the reader. Theme units include topics such as: "Building Self-Esteem", "The Critical Consumer", "Working", "Coping with Government", "Stress and Health", "Landlord Tenant and Family Law".

- *An Annotated Bibliography of Science Materials at the Literacy Level.* Mollie Enns, Kwantlen College. Ministry of Advanced Education, Training and Technology, 1990.

  This bibliography contains five sections: workbooks, reading books, nature guides, instructional materials and free materials. It was prepared to help literacy students bridge the distance between literacy programs and Intermediate science courses - a learning gap which was discussed by the ABE Science Working Committee at its February, 1990, meeting. Many students who moved from one level to the other lacked background in scientific knowledge and experience, and student progress was slowed by an unfamiliar vocabulary in a new subject area. Use of the bibliography at the upper end of literacy programs should ease this transition and result in more adults successfully completing Intermediate science.

- *Native Literacy and Life Skills Curriculum Guidelines.* Don Sawyer. Ministry of Advanced Education, Training, and Technology, 1984.

  The Native Literacy and Life Skills Curriculum guide was written to respond to the basic literacy needs of native students in B.C. At the time of print many students were not eligible for Canada Employment and Immigration sponsored programs. The guide is

aimed at learners in both rural and urban settings. Part I Understanding and Teaching Native Adults deals with research, basic literacy, language-experience, pre-employment and life skills, basic computation, and native culture. Part II Theme Units introduces the concept of a theme and provides sample theme units. Part III Selected References and Resource Material identifies print materials which are particularly meaningful to native adults.

- *Telling our Stories Our Way: A Guide to Good Canadian Materials for Women Learning to Read*. Canadian Congress for Learning Opportunities for Women (CCLOW), 47 Main Street, Toronto, Ontario, 1990.

  A collection of reviews on Canadian books and pamphlets of specific interest to women. The guide was written by students and literacy workers as part of a CCLOW project which recognized the need to provide women with materials that address the reality of their lives. The guide includes reviews of stories, personal accounts, biographies, poetry, as well as reviews on information books in the areas of health, birth control and occupations. The booklet costs $10/copy for CCLOW members and community-based literacy programs and $20/copy for non-members and institutions.

  Available from: Canadian Congress for Learning Opportunities for Women
  47 Main Street
  Toronto, Ontario
  M4E 2V6

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MATCHING TUTORS AND LEARNERS

Matching tutors and learners is a challenging and rewarding experience for the coordinator, likened to "playing cupid" but not in the classic sense - more in the sense of two strangers meeting, each with their own hopes and fears about a new relationship and how it will enable them to achieve the goals they seek.

Tutors and learners can be matched one to one or with one tutor to a small group. The key is compatibility: bringing together people with common interests. Unfortunately, the practical aspects of location, transportation and time available often predetermine the match. However, do try to avoid matching tutors and learners within a family. This seldom works as family members have higher expectations of one another, placing an unwelcome pressure on the tutoring relationship. To match well, it is important that the coordinator have accurate information on each tutor/learner pair - information which should be gathered during learner assessment and tutor-training.

Factors to consider in matching pairs:

Age:	Are tutors/learners comfortable with younger/older partners?
Interests:	Are their interests similar such as the outdoors, spectator sports, gardening, sewing, cooking, volunteering?
Job Training:	Is there similar employment such as the military, mechanics, seamstress, waiter/waitress?
Experience:	Is there previous experience as a tutor or as a learner?
Location:	Which home or public place is available for tutoring? Quiet, private space is necessary.
Transportation:	Who has transportation: drives, cycles?
Distance:	How far is it between the homes of learner and tutor?
Time Available:	Which is most suitable: morning, afternoon, evening, weekend?
Preferred Partner:	Are tutors/learners comfortable with the opposite gender?

Arranging The First Meeting: A Suggestion

Once the coordinator decides on the match, s/he meets with the pair while they become acquainted and makes arrangements for the sessions to begin. Before this, it is wise to advise the tutor that occasionally a learner becomes frightened with the idea of tutoring and will not appear for the meeting. This helps the tutor understand and prepare for a potential disappointment.

At the meeting, refreshments can help to break the ice as the learner's assessment, goals and course of study are discussed. Frequently, a learner will ask how long it takes to reach a particular goal. This is a good time to discuss what coordinators have observed about adult learners in the past:

- They learn at different rates
- The rate of learning is dependent upon:
  - the motivation to learn
  - the time available to learn
  - the difficulty in learning the task

In saying this, the coordinator helps learners realize how much control they have over their own learning, and how important it is to have realistic expectations about the learning process.

Next, the pair decide on the time and place for tutoring and arrange the first meeting. In addition, they exchange phone numbers, agreeing to give each other notice if they cannot meet at the set time. They are encouraged to respect the time they have committed to this project and to make up cancelled sessions whenever possible. Finally, the tutor is asked to contact the coordinator after several meetings to report on the suitability of arrangements.

This initial meeting has been described by some as "magic": nervous excitement, hope, and promise abound!

INSERVICE TRAINING AND SUPPORT

Inservice or on the job training of literacy volunteers is essential for both the volunteers and the program. Even though tutor-training and tutor-learner matching are deservedly weighty tasks, coordinators should budget their time and energy so that they can still plan effectively for inservice training and support. Inservice is a key to future growth and development of a program's volunteer force.

Why is Inservice Important?

The longevity of a community literacy program can be attributed to many factors, but high among them is the degree of job satisfaction of volunteer tutors. Volunteers should be given the same consideration as any employee. This includes the opportunity to learn, to grow and to develop as part of a team since volunteers seek self-fulfilment through their work.

Inservice Activities

A simple plan for an inservice program is to meet regularly, but keep the time frame short (2 hours maximum), and provide for both business and social activity. Many coordinators mention the difficulty of getting volunteers to attend inservice events. To ensure attendance, encourage volunteers to participate in planning the schedule (dates and activities). Commitment comes with involvement. Also, promote the idea that tutor training is phase one of the training program and inservice is phase two - both are equally important! One way to schedule the first inservice meeting is to set the date at the last volunteer training session, or arrange the entire schedule at that time. Another tip for the first inservice is to ensure the tutors leave with a new idea. They are sure to return the next session, looking for more.

Inservice activities can take many forms:

- meetings (guest speakers, videos, new materials)
- workshops, conferences
- practicums
- orienting new tutors
- assisting in tutor training
- representing the program at other events
- participating in planning and evaluating the program

NOTE: Coordinators should not forget their own professional development: read, attend workshops/conferences, network.

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KEEPING RECORDS

It is important to keep accurate, up-to-date records of activity in a literacy program, for purposes of good management and accountability. The amount of paper work varies with each delivery system although one to one tutoring in private homes requires the most attention. The suggestions presented next are based on a record keeping system for this type of program.

Files to Consider Developing:

1) Information package on the program
2) Tutor questionnaire
3) Learner intake/assessment
4) Tutor training course
5) Tutor training certificates
6) Matched tutor/learner pairs, with information on: meeting times, meeting place, study program, dates contacted, comments, materials needed.
7) Waitlist of tutors
8) Waitlist of learners
9) Discontinued tutors
10) Discontinued learners
11) Tutor reports (monthly record of hours and progress)
12) Correspondence (letters/newsletters to tutors and learners)
13) Inservice (plans and activities)
14) Recognition/celebration (record of events)
15) Evaluation
16) Advisory Board
17) Promotion/marketing
18) Materials (inventory)
19) Materials on loan
20) New materials to order
21) Telephone calls (some coordinators keep a record of calls to tutors and learners)
22) Literacy publications (magazines, newsletters, newspapers)
23) Literacy contacts (people/programs)
24) Program statistics

The list is by no means exhaustive, but it does give the reader an indication of what might be included in the filing system of a community literacy program. Some files could be combined and some could be cross-referenced. Each program should establish a system to suit its own needs.

RECOGNITION/CELEBRATION

An important aspect of a literacy program is to recognize and celebrate the accomplishments of learners and tutors. This tends to happen informally among learners, tutors and coordinators through a spoken work of praise or a written word of thanks, but it is equally important to reach outside the program with acknowledgements. In addition to raising public awareness of literacy activity, it is a way to publicly celebrate program success.

Suggestions for Recognizing Learners

1) Publish learners' writing in-house and distribute it to other community groups interested in education (schools, University Women's Club, Soroptimists, library etc.)

2) Send learners' writing to magazines and newspapers for publishing. Examples might include the local newspaper, *Voices* Magazine, and other special projects such as the "Book Voyage" of International Literacy Year.

3) Ask a local newspaper reporter to visit the program and write a feature story on one or more learners. Human interest stories attract a high volume of readers, especially if the story is accompanied by a photograph.

4) Apply for funding to host a learner event through the federal/provincial cost shared Learner Event Committee. This is an opportunity for learners to develop their leadership skills as they participate in choosing and planning an event. For more information on this subject, contact the Literacy Coordinator, Ministry of Advanced Education, Training, and Technology, Victoria, B.C. Ph: 387-6189 or 387-3165 (general information).

5) Encourage learners to volunteer their help for other community activities. For example, Fraser Valley College learners volunteered their time at a Blood Donor Clinic held at the College. The learners assisted as hosts, directed traffic, served refreshments, and supervised rest areas. In turn, they received recognition for their contribution to this worthy cause.

6) Form a Speaker's Bureau. When oral skills are taught and practiced in the literacy program, and learners are interested and willing, a Speaker's Bureau can be organized. Learners in pairs or with a staff person visit other community groups to talk about themselves and literacy - a theme unit could be developed around the concept of literacy and communication. Community agencies and service groups enjoy speakers, and learners as we know can be powerful communicators.

7) Celebrate learners' accomplishments with an "Achievement Day".

RECOGNITION/CELEBRATION

Literacy coordinators know that a gesture of thanks means a great deal to volunteers. They appreciate recognition for their contribution to the program, and it is essential that they be recognized for this work. For this reason, time should be provided for planning recognition events for them. If activities, dates and budget are set ahead, opportunities to thank this group of dedicated people will not be missed.

Suggestions for Recognizing Volunteers

1) Celebrate the end of tutor training with a certificate of achievement, refreshments and perhaps congratulations from a senior staff person or advisory board member.

2) Send greeting cards with a note of thanks on special occasions, e.g. Christmas, Valentines, the first day of spring. The cards could be made by the learners.

3) Include tutors in all program celebrations: Christmas parties, potluck dinners/lunches, year end achievement celebrations. Make reference to the contribution of volunteers whenever possible.

4) Host a recognition luncheon/dinner for volunteers, preferably during Volunteer Week in mid-April. This is an occasion for a guest speaker and perhaps a small gift of appreciation. The International Literacy Pin is an appropriate gift and the Volunteer Centre [250 Willingdon Avenue, Burnaby, B.C. V5C 5E9 Tel: (604) 294-5533] has other gift items to consider. Write for their brochure early and order early as stock is popular.

5) Join with other community groups using volunteers, and during Volunteer Week run a "THANK YOU VOLUNTEERS" ad in the local newspaper, or fly a thank you banner at a central spot in the community.

6) Finally, remind learners that if they feel inclined, they may wish to remember their tutors in some small way. A home made card with a personal message is one suggestion.

PROGRAM EVALUATION

"A quality adult literacy program engages in ongoing evaluation to assure program effectiveness and involves learners, tutors, staff and other interested parties in the process". Audrey Thomas' Good Practice statement from *Adult Literacy Volunteer Tutor Program Evaluation Kit* describes the importance of evaluation in validating a program and ensuring its growth and development.

Effective evaluation does not threaten or focus on failure: it looks for strengths and successes, and for ways to improve what is not yet successful. It provides a chance to reflect on what the program is, how far it has come, and how it might change. Every quality literacy program engages in regular self-evaluation: it is their way of keeping in touch with the changing needs of their group as it develops.

How does a community group plan for program evaluation that meets its own needs? Program evaluation can cover any aspect of administration and instruction which would give useful feedback to the group. It would not cover ongoing learner assessment, but it would ask if ongoing assessment is practiced, and it might, for example, cover tutors' satisfaction with their in-service training.

Guiding principles are offered for groups who wish to undertake program evaluation.

Guiding Principles

1. Programs undertake evaluation when there is reason to do so. Community literacy groups might begin by asking the question - why should we evaluate our program? The following reasons are worth considering:

    - to review program mission and goals
    - to measure participant satisfaction
    - to measure participant and program growth
    - to gather information for decision-making on matters such as funding, marketing and accountability
    - to establish direction
    - to set priorities
    - to solicit support

2. An evaluation committee ideally includes representatives of the program, i.e. learners, tutors, coordinators, board members etc. When group members are invited to participate in planning program evaluation, they tend to be more supportive of the process.

   Some of the more common practices in program evaluation include: participant evaluation, colleague/peer evaluation, self-evaluation, supervisor evaluation, board evaluation, community evaluation where sponsoring agencies are asked to participate. Some groups bring in an outside person to conduct the entire program evaluation. Others plan for the participation of both internal and external personnel.

3. Methods of evaluation and evaluation instruments need to be discussed early in the planning process. Thought should be given to choosing methods and developing instruments which best measure selected program components. Recommended resources are *Adult Literacy Volunteer Tutor Program Evaluation Kit*. Audrey Thomas, 1989, and *Whole Language and Adult Literacy Instruction*. Paula Davies and Ann McQuaid, 1990, (both available from the Ministry of Advanced Education, Training, and Technology). The latter has a section on the topic of evaluation.

4. Having chosen the type of evaluation most appropriate for the program, there are numerous ways to proceed with measurement, remembering that evaluation activities are accompanied by varying degrees of work! Five of the more common methods of evaluation are listed:

   a) Questionnaire:

      Questionnaires can be administered by telephone, by mail or in person. Since they have the capacity to gather much information, they are commonly used for surveying individuals and groups. Questionnaires are simple to administer; however, they are not simple to write. The challenge is to design questions which yield the information sought by the evaluator.

      When the questionnaire is selected as an evaluation tool, some organizational questions should be addressed:

      - who will design the form?
      - who will receive it?
      - what information will it collect?
      - will it contain a rating scale? Four point is ideal as it avoids the non-descript term "satisfactory".

- will it solicit comments?
- how will it be introduced or presented to the recipients?
- who will collect and interpret the results?
- where will it be field tested?

b) Observation:

Observation as a method of evaluation is critical in literacy programs because it provides for a measure of growth in the subjective area - an area often overlooked by evaluators. To evaluate by observation, the evaluator must first identify "what is to be observed" and second "how will it be observed", and third "who should observe"? For example, as one aspect of self-evaluation, an instructor might measure his/her success as a facilitator of group discussion. To do this, s/he could keep a record of learner participation in each class discussion. An accurate log, kept over time, will help assess the ability to engage students in dialogue.

c) Journals:

Ideally, journals should be kept by all program participants. For tutors, instructors, and board members, a journal provides for an on-going collection of ideas, concerns and recommendations related to the program. At program review, a well kept journal will reveal a wealth of information, which otherwise may have been lost in the battle with information overload. For the learner, the journal provides an on-going record of writing activity. As well, and as important, journal writing allows for the expression of emotion. This is healthy not only for learners, but for all program participants.

d) Interviews:

This is a time-consuming method of evaluation, but the importance of face-to-face contact in gathering information cannot be overstated. Whether conducted individually or in a group, the interview provides an opportunity for exchange of information. In addition, the interview acts as a medium for building relationships. To be asked one's thoughts conveys the message one's opinion is important. This lays groundwork for further communication. As with all evaluation techniques, the interview must be planned in advance allowing time for formal and informal discussion.

e) Information Meetings:

Regular, informal meetings where program participants are asked to respond in an open discussion to one or two predetermined questions is a good way to conduct on-going evaluation of a program. In this way, evaluation is seen as a natural part of the program where ideas/suggestions can be acted on immediately.

It is to a group's advantage to identify strengths and weaknesses of a program at an early stage rather than rely solely on a yearly review. This method of evaluation allows for early intervention and a change of direction if necessary. It recognizes the need to reflect on activity in order to manage it. To hold regular information meetings is to recognize the importance of on-going evaluation.

5. Finally, plan to make use of evaluation information. Too often this data is shelved and forgotten with a sigh of relief. To be useful, evaluation information must be collated and presented to program participants who, armed with its insights, are then able to make recommendations for their program. It is the concept of ownership at its best! Then, act on the recommendations made by the participants. To continue with some practices and to change others is the key to program growth and development.

For further information on evaluation consult the following resources:

- *Adult Literacy Volunteer Tutor Program Evaluation Kit*. Audrey Thomas. Ministry of Advanced Education, Training and Technology, 1989.

  This is a complete guide on how to evaluate a literacy program. It describes the importance of evaluation and provides sample questionnaires for group evaluation of a program. This includes questionnaires for tutor and learner feedback. Thomas describes her book in this way. "For it to work, it has to be used by a program that takes seriously the idea that it can improve."

- *Whole Language and Adult Literacy Instruction*. Paula Davies and Ann McQuaid, College of New Caledonia, Prince George, B.C. Ministry of Advanced Education, Training and Technology, 1990.

  The writers devote a section of their book to evaluation, discussing the subject from a philosophical framework and describing some methods of evaluating whole language instruction. They conclude that evaluation of whole language classrooms is a complex matter, requiring serious time and thought.

LITERACY PARTNERSHIPS

Libraries
Media
Family Literacy
Business and Labour
Advocacy Groups

INNOVATIVE PROJECTS

LITERACY PARTNERSHIPS

The projects described in this section represent examples of the range of collaborative partnerships in literacy, as of June 1991, primarily in B.C. but also including Alberta and Ontario. For continuing information and updates on innovative literacy projects, consult the *Adult Literacy Contact Centre Newsletter*, or the *Literacy B.C. Newsletter*.

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THE LIBRARY AS A LITERACY PARTNER

As early as Frank Laubauch's "Each One Teach One" program, tutors and learners have met in libraries to engage in the art of learning - the library has and continues to be known as a true friend and partner of literacy. Accordingly, the British Columbia Library Association (B.C.L.A) and individual member libraries have undertaken a number of initiatives to support the literacy movement in BC.

Linda Kalman, Head of Vancouver Public Library Outreach Services, states, "Our administration recognizes that networking cannot be confined simply to other libraries, but must be expanded in order to make our services and collections truly responsive to the community's needs." An example of this belief is evidenced by the five adult learning centres established in the Vancouver Public Library system since 1978. As well, a substantial sum of money was made available to purchase literacy materials for the adult learners in these centres.

Another focus of the Vancouver Public Library and other provincial libraries has been to develop programs designed to bring people into the library. Examples of such programs include Armchair Travellers' nights, Author Readings, Poetry Readings and Children's Storytimes. These services are available to adult learners as well as the communities at large. Also available to adult learners are tours of the library by friendly staff.

More recently and of major significance is the "Libraries-Literacy Link Project", mounted by British Columbia Library Association (BCLA) in recognition of International Literacy Year. BCLA's financial partners in this project were the B.C. Ministry of Municipal Affairs, Recreation and Culture - Library Services Branch and the National Literacy Secretariat.

The "Library Literacy Link Project" which is administered by the BCLA Advisory Committee includes three main components:

- A core adult literacy collection
- Library staff training materials and workshops
- Materials for promoting the project to the public

The core literacy collection for learners and tutors includes print materials, videos, and cassettes. A complete listing of the collection is available from BCLA. In fall 1990, the collection was distributed to 83 library systems province wide with the suggestion to display materials in an open, inviting space. The collection is marked with the international literacy symbol which acts as a beacon to those interested in literacy.

THE LIBRARY AS A LITERACY PARTNER

Now that a core collection is established, it is hoped that libraries will receive on-going funding to expand their collection of literacy resources in order to better serve the needs of their communities. As well, libraries are encouraged to work within their local literacy network at a level of involvement that is comfortable for them.

The staff training component of the project involves a series of workshops held throughout the province to introduce library staff to literacy related issues. As well, staff training materials were given to libraries to support understanding of the library-literacy link. The materials include:

- *Libraries, Learners and Literacy: A Staff Training and Planning Guide*, British Columbia Library Association, 1990.
- *Libraries and Literacy A Manual*, Ontario Ministry of Culture and Communications, 1989
- *Illiteracy: The Challenge* (video), Knowledge Network
- *Directory of Adult Basic Education Programs in BC*, Adult Literacy Contact Centre
- "Literacy, Learning and Libraries", *Canadian Library Journal*, 1990

"Libraries and Literacy", a seven minute video featuring a mother and child's first visit to the library, is part of the promotional materials developed by BCLA. The video is followed by a 30 second public service announcement promoting libraries and literacy and featuring BCTV weatherman Norm Grohman. The purpose of the video is to promote a link between the library and literacy to non-readers, library staff and the general public. A second goal is to present libraries as friendly, accessible and useful. The video can be used in the community at public events, at service club meetings, on local TV, in literacy/ESL classes, and in mall displays. The video will also be used for library-sponsored programs and events and for staff and Board training sessions.

Both the PSA and the video have been aired on local television stations. These items can be borrowed from local libraries, or they are available for purchase from BCLA #300-3665, Kingsway, Vancouver, B.C. V5R 5W2 Ph. (604 430-9633), VHS - $25.00, or 3/4 U-Matic - $45.00.

In addition to the video, posters, brochures, bookmarks, and photographs on the library-literacy theme are available through local libraries for use at community events.

THE LIBRARY AS A LITERACY PARTNER

Another area of interest in the discussion of libraries and literacy is the library-based literacy program. The manual "Libraries and Literacy" offers descriptions of many such programs in North America. Options include:

- Library-operated programs: run by library staff
- Library sponsored programs: co-sponsored with other agencies
- Library supported programs: provide space for programs, clerical/administrative services, materials etc.

A further effort to promote libraries and literacy is the Canadian Library Association's publication, "Your Public Library Welcomes You - Here's How". This publication is written in plain language to inform and to invite the non-library going public to become library users. Copies free of charge are available from the Canadian Library Assocation, 200 Elgin St. Ste. 602, Ottawa, Ont. K2P 1L5 Tel: (613) 232-9625. A French language version of the booklet is available on request.

Groups interested in establishing a community literacy program are advised to visit their local library. Plan to make contact at an early stage of project development. The library as a resource and a friend to literacy cannot be overstated.

For more information, contact:

Thomas Quigley
Language and Literature Division
Vancouver Public Library
750 Burrard
Vancouver, B.C.
V6Z 1X5
(604) 665-3559

MEDIA PARTNERSHIP:
GZOWSKI INVITATIONAL GOLF TOURNAMENTS
(ABC Canada and Project Literacy Victoria)

An example of a successful literacy awareness-raising activity and fund-raising vehicle, the Peter Gzowski Invitational Golf Tournaments have been steadily gaining momentum across the country since their beginning in 1986 at the Briars Golf Course at Lake Simcoe, Ontario - Peter Gzowski's "home" golf course. After interviewing a functionally illiterate woman from Toronto on his CBC radio program "Morningside", it occurred to Peter that he could "do something worthwhile while playing golf" for the literacy movement. The first tournament at the Briars course in Ontario raised money for Frontier College's work in literacy. Soon, the tournaments spread across the country, and, in 1989, Gretchen Brewin, then the mayor of Victoria, "challenged" Peter Gzowski to come to Victoria to play golf and raise money for Project Literacy Victoria. Peter accepted the challenge, and, in September 1989, brought the Gzowski Invitational Golf Tournament to Victoria - the first time the Tournament had been played in B.C.

The Golf Tournament planning committee, coordinated by Project Literacy Victoria, included representatives from the Chamber of Commerce, local businesses, Broughton Communications, Project Literacy Victoria, and the mayor, Gretchen Brewin. All monies raised from the 1989 Tournament (approximately $14,100) were donated to P.L. Victoria to help fund their Volunteer Tutor Program which at that time was operating out of the Victoria Read Society. In 1990, a second Gzowski Invitational Golf Tournament raised $25,000 to support the work of Project Literacy Victoria. This money, in addition to funds obtained through federal-provincial cost-shared funding, a grant from the Victoria School District and donations from the community, enabled P.L. Victoria's Volunteer Tutor Program (the "Learners Network") to move to a store front operation in Victoria which also functions as a drop-in centre for learners and a resource centre for tutors.

For more information about the Gzowski Invitational Golf Tournaments, contact:

Scott Dickson
Special Projects Coordinator
ABC Canada
692 Coxwell Street
Toronto, Ontario
M4C 3B6
Tel: (416)366-3684
Fax: (416)365-0150

MEDIA PARTNERSHIP:
GZOWSKI INVITATIONAL GOLF TOURNAMENTS

For more information about the Project Literacy Victoria-sponsored Gzowski Golf Tournament, contact:

Linda Mitchell
Executive Director, Literacy BC
Ste. 1128-510 W. Hastings Street
Vancouver, B.C.
V6B 1L8
Tel: 687-5077

MEDIA PARTNERSHIP:
NEWSREADER PAGE
(The Province, Vancouver Community College & Capilano College)

A 1990-1991 cost-shared project, this partnership between *The Province*, Vancouver Community College and Capilano College resulted in the production of a weekly adult literacy news page in *The Province* newspaper: the "NewsReader Page". Originally conceived as a project for International Literacy Year by ABE Instructor Laurie Gould of Vancouver Community college and ESL Instructor Joan Acosta of Capilano College, and later joined by Susan McDonald, Special Projects Editor for *The Province*, the "NewsReader Page" has now become an on-going, full-page feature in The Province, appearing every Thursday morning.

In January of 1990, the two instructors approached *The Province* after surveying adult literacy students about their newspaper preferences. They discovered that although most of the students did not read the paper on a regular basis, those that did clearly preferred *The Province*. Students enjoyed the large print, short stories, simple language and colourful ads and the tabloid format, which makes the paper easy to carry around.

The first "NewsReader Page" appeared in *The Province* on March 29, 1991. Although labour regulations on most newspapers do not allow the participation of non-union workers, the Newspaper Guild will allow non-union participation if it is considered training for a union staff person. Basic guidelines for the page were developed; they continue to be the basis for *The Province*-managed production of the page today. These principles include:

- plain language usage
- readability at a grade 3-5 level
- layout, format to enhance readability
- large print
- adult tone and content
- current news
- human interest component
- reader "write-in" segment

The articles were originally written collaboratively by the instructors, who wrote both "hard news" and human interest stories for the "NewsReader Page" on topics such as:

- Meech Lake Debate
- Crisis at Oka
- Iraq's Invasion of Kuwait

MEDIA PARTNERSHIP:
NEWSREADER PAGE

- B.C. School Referendum Controversy
- German Reunification
- Hubble Telescope

In addition to original writing, they rewrote human interest stories that had appeared in *The Province* on topics such as: the Food Bank, Earth Day and other environmental issues, safety and health concerns, and famous people in the news (e.g. Ben Johnson). "The Page" also included seasonal and holiday recipes, crossword puzzles and a reader write-in section where readers responded to controversial issues presented on the "NewsReader" Page.

The effectiveness of the newsreader page was monitored by regularly "polling" their audience - adult literacy learners - through the use of a simple feedback form distributed weekly to literacy and ESL students at VCC and Capilano College.

The "NewsReader Page" is the result of a successful working partnership between educators and a leading daily newspaper. Laurie Gould has some advice for those who might want to mount a project like this in their own community:

- Do a readability test on the community's daily or weekly paper
- Establish a sympathetic contact with the paper and show then the results of the readability tests. (Newspaper professionals are frequently surprised by the level of writing in their papers!)
- "Sell" the paper on the idea of significantly increasing their readership - large numbers of adults who have difficulty reading would like to be able to read the paper.
- Retain as much control as possible over writing and layout until the project is firmly established.
- Invite newspaper contact(s) into literacy classes to get to know the "audience" of the "NewsReader Page".
- Set up feedback forms for learners in the community to provide on-going project evaluation.
- "Sell" all parties involved in the project on the concept of community partnerships in literacy.

MEDIA PARTNERSHIP:
NEWSREADER PAGE

Information on the NewsReader Page was obtained from:

Laurie Gould, Instructor
Vancouver Community College, King Edward Campus
1155 E. Broadway
Vancouver, B.C. V5T 1Y7
Tel: (604) 875-6111

For more information on the NewsReader Page project, contact:

Susan McDonald
Special Projects Editor
The Province
2250 Granville Street
Vancouver, B.C.
Tel: (604) 732-2784

or

Laurie Gould
(address above)

MEDIA PARTNERSHIP:
RADIO ACCESS FOR LITERACY
(Carnegie Centre and Co-op Radio)

This partnership developed out of needs identified by adult learners and programming staff at Carnegie Centre - a community centre located in the downtown eastside of Vancouver. The goal of the project was to provide an opportunity for adult learners to get involved in issues relevant to them within their community through the production of a one-hour, taped program about community issues for broadcast on Co-op Radio - a Vancouver public access radio station. Participants in this project learned basic radio skills of recording, interviewing, scriptwriting, researching, tape editing and studio production. They prepared shows, researched background, transcribed from tape, interviewed guests and spoke on air, improving their reading, writing and public speaking.

Tutors from Carnegie Centre and volunteers from Co-op Radio worked with a group of adult learners to produce the hour-long project tape. It focussed on the literacy needs of adults in the downtown eastside and considered issues of poverty, race and gender. The program included interviews with adult learners, local advocacy groups, and city council members. The program also included musical selections chosen by the students and interview clips produced by a group of native students as a result of their trip to Williams Lake and Hazelton in August of 1990 to interview natives participating in the road barricades set up to advocate for land claims reforms. The program stressed the connection between the need for literacy and the promotion of native rights.

The production of this radio program has been an empowering experience for the students involved in the project. One of the native adult literacy learners who interviewed barricade organizers and participated in the barricade protest was himself interviewed; he was heard speaking in his native tongue on a radio program broadcast in the village he grew up in. Although the original goal of the project was to produce one-hour long radio show, in fact, hundreds of hours of tape was produced. In addition to the original one-hour program broadcast, several segments from those tapes were subsequently aired on Co-op Radio. Carnegie Centre continues to utilize the taping equipment purchased for the project to produce segments for Co-op Radio. Some of the native students have continued their involvement with Co-op Radio, working to help produce a native program broadcast weekly on the station.

MEDIA PARTNERSHIP:
RADIO ACCESS FOR LITERACY

Information about this project was obtained from:

Lex Baas (contact person)
Coordinator, Learning Centre
Carnegie Centre
401 Main Street
Vancouver, B.C. V6A 2T7
Tel: (604) 665-2220

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FAMILY LITERACY

Family or intergenerational literacy is on the leading edge of the literacy movement. "Children have rights. They have the right to literacy. They have the right to be assisted and guided in their learning .... The ability to learn language, spoken and written, rests with our children. Let us provide the conditions in our homes and in our classrooms to allow it to flourish and blossom. The responsibility is ours. The future is theirs," says David Doake, in *Reading Begins at Birth*.

According to Adele Thomas, in "Family Literacy in Canada" (*Literacy*, Spring 1990), "Family literacy programs are as varied as the families they serve, responding to multilingual, multicultural needs." The main goals in family literacy are: to foster a family atmosphere, to break the intergenerational cycle of illiteracy, to have literacy become a part of daily interaction, to improve the literacy skills of both parent and child. When caregiver and child are seen as a literacy unit, not only does the child benefit, but so does the caregiver who receives indirect assistance in literacy development from the child.

Thomas further reports that, "Collaboration is a key concept in family literacy programs." When community resources such as the library, the school, businesses, and community agencies collaborate with each other, and with families, the groups form advisory committees to facilitate and support family literacy programs.

Two examples of service club involvement in family literacy are the Soroptimists International and the Kiwanis International. The Kiwanis' Major Emphasis Program will focus for the next three years on children, ages prenatal through five years. In cooperation with Reading Is Fundamental, Inc. a U.S. nationwide, non-profit organization which brings children and books together, local Kiwanis have designed service projects for young children as their number one priority.

The Soroptimists too have become advocates of family literacy, with a particular interest in women and children. The Soroptimists plan in the next three years to learn the status of literacy in their communities and to support and develop literacy projects in their communities.

FAMILY LITERACY

News of the leadership provided by the Soroptimists and the Kiwanis in setting family literacy mandates should be encouraging to community literacy organizations who seek partners for the purpose of developing family literacy projects.

These programs, and the three described on the following pages, underscore the important role of family literacy projects in the community and how they can be realized through cooperative community organizations.

For more information on family literacy, consult the following resources:

- *Family Literacy: A Bibliography*. ed. Amanda S. Rudd: Baker and Taylor Books, Bridgewater, New Jersey, 1989.
  Available from: Baker and Taylor Books,
  652 East Main Street,
  Bridgewater NJ 08807

- "Family Literacy in Canada". Adele Thomas: *Literacy*, Spring, 1990.

- *First Teachers: A family literacy handbook for parents, policy-makers, and literacy providers*. Washington, D.C.: The Barbara Bush Foundation for Family Literacy, 1989.

- *The Gift of Literacy: Books to Share with Children* compiled by Terry Clark. Vancouver Public Library, 1991.
  A list of 247 titles chosen for their adult appeal, multiculturalism, and range of lifestyles.
  Available from: All Vancouver Public Library branches.
  Contact: Adrienne Horton,
  Children's Services,
  Vancouver Public Library Main Branch
  Tel: (604)665-3554.

- *Libraries and Literacy* (video promoting a mother and child's first visit to the library). British Columbia Library Association 1990.
  Available from: British Columbia Library Association,
  #300 - 3665 Kingsway,
  Vancouver, B.C. V5R 5W2
  Tel: (604) 430-6010

- *Parent Booklet*. Paulette Vaton and Linda Beatty. Ministry of Advanced Education, Training and Technology, 1990.
  Available from: Provincial Curriculum Publications,
  Open Learning Agency,
  P.O. Box 94000, Richmond, B.C. V6Y 2A2
  Tel: (604) 660-2190 or 1-800-663-9711 (toll free in B.C.);
  Fax: (604) 660-2272

- *Parents-as Partners-as-Learners Guide*. Marion Fear: Eastern Township School Board, Quebec, 1990.
  Available from: Eastern Township School Board,
  2365 Galt Street W.,
  Sherbrooke, Que. J1K 1L1
  Tel: (819) 566-0250

- *Reading Begins at Birth*. David Doake; Scholastic-Tab Publications, 1988.

- *Read to Me* and *Read to Me Too*, (Videos emphasizing the role of caregivers in reading to babies and young children). Greater Vancouver Library Foundation.
  Available from: Greater Vancouver Library Foundation,
  #110-6545 Bonsor St.,
  Burnaby, B.C. V5H 1H3
  Tel: (604) 437-8441

- *Story Time* (5 min. video showing caregivers of different race, age, and gender reading parts of an ongoing story to children). Adult Education Services, Sherbrooke, Quebec.

HELPING YOUR CHILD SUCCEED IN SCHOOL: A READING AND STUDY SKILLS SERIES FOR PARENTS

(Sto:lo Tribal Council, Chawathil Band, Hope School District #32, and Fraser Valley College)

This innovative project was developed in response to a community request for assistance.

In October of 1990, representatives of the local native community (First Nations Education Advisory Committee #32) contacted Fraser Valley College to discuss these concerns: the need to be better equipped to help their children with their homework and the need to work toward fostering and developing a reading program among young children. The parent representatives recognized the link between good readers and success in school; they wanted to know how they could be more involved in helping with this process.

To better understand the parents' needs, a survey was conducted. Three topics emerged:

- the need for effective communications between home and school
- the need for an understanding of reading and study skills
- the need for some knowledge of specific academic subjects

A planning committee of the four partner groups met to design a program which addressed the needs identified in the survey. Topics were chosen for a 12 week course, and resource people (volunteers and non-volunteers) were identified and contacted. The budget was set for under $3000.00, with each group assuming a share of the responsibility.

The course began on February 20, 1991, at the Chawathil Band Training Centre. Each session closed with a draw for a year's subscription to a quality magazine of the families' choice. The following newstory describes the program.

College Listens to Kids' Needs
Reprinted with permission from The Chilliwack Times, 12/02/91.

... The project, Helping Your Child Succeed in School: a Reading and Study Skills Series for Parents, begins Feb. 20 and will run for 12 weeks at the Hope centre. Families will be coming from up and down the Fraser Canyon as well as the Hope area.

FAMILY LITERACY:
HELPING YOUR CHILD SUCCEED IN SCHOOL

The topics will vary for each two and a half hour session where parents will be shown the many ways they can help their children with their schoolwork, from building math skills to setting up reading programs and discovering strategies for studying.

They will learn about school resources and how to communicate better with teachers, counsellors and principals.

There will also be discussions on native issues, the importance of education in today's native communities and emphasis on current events discussion in the home, e.g. land claims and the Oka crisis.

The project is a cooperative effort of FVC, Sto:lo Tribal Council, First Nations Education Advisory Committee #32, and School District #32.

An evaluation of each session as well as an overall program evaluation resulted in the following information:

- The course was well received: in fact, Hope committee members have submitted a proposal to government, requesting funding to continue with the project throughout the Fraser Valley.
- The support and involvement of the parent group for whom the program is designed is crucial to the success of the program.
- The course format would be more effective if it were offered in three clusters of four sessions each. This would give parents a break between sessions and a chance to practice the concepts learned.
- The first two clusters should be offered in the fall, with the remaining cluster offered in the winter. This system parallels the school year, giving parents an opportunity to practice their newly learned skills. It also avoids holding a spring session where an evening course would conflict with outdoor activities.
- The one year magazine subscription, for 12 families, proved to be a tangible reminder of the literacy program. The magazine extends the project into the home and helps reinforce some of the concepts learned in the course.

This program is a good example of four community organizations cooperating to develop a family literacy project.

For more information, contact:

Susan Davis
Continuing Education
Fraser Valley College, Hope Centre
Box 1899, 895 Third Ave.,
Hope, B.C. V0X 1L0 Tel: (604) 869-9991

THE JOYS OF SHARING BOOKS AND READING WITH YOUR CHILDREN

(Agassiz-Harrison Community Services, Fraser Valley Regional Library and Fraser Valley College)

This project is an example of the role community organizations can play in family literacy.

The idea for the project came from a sub-committee of the Agassiz-Harrison Literacy Advisory Committee. A librarian on the committee noted that the Community Services "Mums and Tots" group were not traditionally community library users. She wondered what could be done to change this.

Further investigation by the committee confirmed her observation and brought together the three partners to address the concern. They agreed to pool resources and to add a literacy component to the Community Services "Moms and Tots" program. The following press release describes the program.

> ***Love of reading starts at early age in Agassiz.***
> Reprinted with permission from Fraser Valley College Information Services, 15/05/91.
>
> *If a child's first experience with books is a happy one, chances are he or she will maintain that appreciation the rest of their lives. And since reading ability and academic success are closely related, instilling a love of reading at the earlliest possible age can lay the foundation for long-lasting results.*
> *... more than 20 pre-school children and their parents are meeting once a week for six weeks at the Agassiz Community Library. For an hour they hear stories read aloud, sometimes accompanied by puppets or flannel storybooks to help visualize the characters.*
> *They also sing and act out stories. Every child's attention is riveted to the storyteller as they laugh or sigh or act out the story or just watch wide-eyed as each adventure unfolds. And each parent shares this sense of discovery with their children. Parents also learn many simple but effective techniques to use when reading with their children at home. Each class ends with a draw for a year's subscription to a children's magazine.*

FAMILY LITERACY:
THE JOYS OF SHARING BOOKS

Responsibilities for the project were as follows:

Agassiz-Harrison Community Services

- provide coordination time for Community Services Family Aide worker
- determine facility
- advertise program
- enroll moms and tots
- provide transportation for participants
- provide refreshments

Fraser Valley Regional Library

- provide mileage
- provide coordination time
- arrange for librarian
- provide for prep time and resources
- cover photocopy costs
- produce a promotion flyer it needed

Fraser Valley College

- provide coordination time
- provide honorarium for librarian
- arrange and fund subscriptions
- produce a description of project
- arrange for evaluation of project
- plan for follow-up

The project was evaluated in two ways. The parents, assisted by the librarian when necessary, completed a questionnaire on the benefits of the program, and the planning committee held a follow-up meeting to debrief the project.

FAMILY LITERACY:
THE JOYS OF SHARING BOOKS

The evaluation yielded useful information. The parent feedback was consistently encouraging. As a result, Agassiz-Harrison Community Services is seeking a local sponsor to support the project again in 1992. A sample of parent comments from the evaluation follow:

"They (the children) are learning to properly care for other people's books and enjoy the variety."

"His attention span is now longer. He will bring books to me more often. It seemed to change his interest more."

"Yes, she retells the stories to herself at play and wants to read more books. The baby shows interest because the other children do. Also he is learning fingerplays I might otherwise not know."

The project will also be implemented in the community of Hope in the fall of 1992, with Hope Community Services as the third partner taking Agassiz's place. Some changes will be made to the original project:

- The program will be available only to the "Hope Moms and Tots" and not the general community as it was in Agassiz. Organizers felt the entire focus should be on the target group.
- The meeting time will be changed to accommodate late risers;
- The group will meet first for coffee and refreshments at the community services centre and then walk together to the library for "Storytime". Organizers felt more parents would participate if the project were approached as a group outing.
- The family name will be entered in future subscription draws. Individual names resulted in "upsets" among siblings.

The costs for the project were under $600.00 - the major factors being mileage, subscriptions and the honorarium.

For more information on the Agassiz project, contact:

Lucille Bilous
Agassiz-Harrison Community Services
Agassiz, B.C.
Tel: 796-2585

FAMILY LITERACY:
THE JOYS OF SHARING BOOKS

NOTE:

Recently, it was announced this project will be implemented in Chilliwack by Fraser Valley East Literacy Association and the Chilliwack Soroptimists. More information on this family literacy project is available from:

Barbara Bate
Fraser Valley College
45600 Airport Road
Chilliwack, B.C. V2P 6T4
Tel: 792-0025 Fax: 792-2388

OKANAGAN READ ALOUD LANGUAGE PROJECT
(Okanagan College)

In recognition of International Literacy Year, Okanagan College sponsored a number of literacy projects. One of these was the Okanagan Read Aloud Language (O.R.A.L.) program, in the city of Vernon and district. The goal of the project was to provide volunteer adults to read to "at risk" preschool children. As well, the volunteers were to provide early oral language stimulation and modelling of appropriate language skills for the children.

To reach the target group of children and volunteers, the organizers advertised through the media and visited 40 community agencies to describe the project. They explained the purpose of the program, how volunteers would be trained, and how the children were selected with parents' approval.

The children were identified by senior staff in numerous agencies: day care centres, community services, public health, North Okanagan Neurological Association (preschool and Infant Development Program). School learning assistance personnel also helped with the selection.

The parents of children selected for the program were invited to an information meeting where the project was explained to them. Those parents who wished to have their child participate were asked to sign a consent form. Also, parents were invited to sit in on the reading sessions.

50 people with varied backgrounds volunteered to become O.R.A.L. readers: college students, secondary students, nurses, teachers, childcare workers, chartered accountant, R.C.M.P. radio operator, mothers, fathers, grandmothers, and others. The common factor among them - they all enjoyed children and loved to read to them! All volunteers were screened by the R.C.M.P. since they would be working one-on-one with small children.

The volunteer group met for an information meeting, followed later by a day long training session. The training was provided by community and college resource people. Workshop topics were:

- Literacy:
- Speech and Language Development
- Responsibilities of a Tutor and an Overview of the History of O.R.A.L.
- Presentation of a Book

FAMILY LITERACY:
OKANAGAN READ ALOUD LANGUAGE PROJECT

The volunteers met with the children, one to one, twice a week, for one-half hour at numerous locations: school libraries, school learning assistance, public libraries, North Okanagan Neurological Association, 8 day care centres, and a health unit.

It took a month to recruit and train the volunteers, but it took considerably longer to enlist the "at risk" two to five year olds. As the children's names came forward, the coordinator matched each with a reader. Then he made arrangements for the pairs to begin. This involved clearing with parents, finding a suitable location and time, and making introductions - including parents if requested.

Of the 50 volunteers who signed up, 40 were placed, 2 became substitutes, 7 were not placed due to the inability to match time and place requirements of volunteer with child, and 1 dropped out because of time commitment.

The program was evaluated by the sponsoring centres and the volunteer readers. The following recommendations were made:

- Organize O.R.A.L. workshops for parents and provide practical information, ideas, and resources for encouraging their children to read.
- Organize O.R.A.L. reading booths in local malls and introduce a "Celebrity Read Aloud" day.
- Promote opportunities to transfer the thrill of O.R.A.L. from volunteer readers to parents.
- Consider ways to increase the availability of the "Launching Literacy" parent booklet produced by the Ministry of Advanced Education, Training, and Technology.
- Increase the opportunity for more schools to become involved in the O.R.A.L. project.
- Make a greater effort to promote local libraries by offering more O.R.A.L. programs.
- Spend more time networking with organizations and individuals interested in the continuation of the O.R.A.L. project.
- Continue to recognize that different children and different volunteer readers require different strategies.
- Continue the basic format of the past training session.
- Use schools to help identify families where children have inadequate reading performances in primary grades.
- Recognize the phenomena of day care centres and nursery schools by actively promoting O.R.A.L. programs in these centres.

FAMILY LITERACY:
OKANAGAN READ ALOUD LANGUAGE PROJECT

A list of 14 positive gains from the project were described by the coordinator. Some of these are listed:

1. Where parents were invited to sit in with the volunteer reader and the child:

   a. all are now reading to their children
   b. many have taken out library cards
   c. some are visiting their school library with their preschoolers
   d. a number of them have indicated that they would like to become volunteer readers

2. One preschooler has received a head start into kindergarten and an early assessment of his language developmental lags.

3. One preschooler had her referral to a public health speech pathologist facilitated through O.R.A.L.

4. A few of the children's parents who expressed interest were referred to the Okanagan College Adult Basic Education program.

NOTE: O.R.A.L. was considered a success; however, as of March 1991, the coordinator has been unable to secure ongoing funding for the project. Pilot projects funded by federal/provincial grants as this was, are funded once. Another source of funding must be found if the project is to continue.

Information for O.R.A.L. was obtained from:

- "Okanagan Read Aloud Learning: An intergenerational literacy project". Second North American Conference on Adult and Adolescent Literacy, Banff, Alberta, March 22, 1991.

- "O.R.A.L. Project Report" to Barbara Bowmar, Dean of Developmental Studies, Okanagan College, May 18, 1990.

FAMILY LITERACY:
OKANAGAN READ ALOUD LANGUAGE PROJECT

For more information about the Okanagan Read Aloud project, contact:

Lloyd Mitchell
Educational Services
2700 - 16 Street
Vernon, B.C. V1T 3W7
Tel: (604) 549-2362 or
Okanagan College: 545-7291

WORKPLACE LITERACY PROGRAMS: GUIDELINES FOR PLANNING AND IMPLEMENTING

Approaching a Business

Every workplace is unique. The design of a workplace literacy program is determined by the nature of the business, the type of work being done, the training needs identified by employees and employers, resources available, and most important, by the value placed on educational programs within the business. Another key factor to success is early involvement by people at all levels within the business. Establishing that involvement often depends on the tone of the initial approaches to the business by the educational institution or literacy organization.

Some questions to consider before approaching a business include:[1]

- What are realistic goals the literacy program can offer and/or accept?
- Are resources available to run the program?
- How will responsibility for funding and resources be shared by partners?
- What is the structure of the company?
- What is the mission of the business (private sector)?
- Does the business have a staff training department?
- Does the business have a union?
- What type of relationship does labour and union have?
- What (if any) labour contract stipulations must be considered?
- Will workers be permitted to take upgrading classes as a voluntary activity?
- Will student confidentiality be respected by management?

Always establish a personal contact within the company before the first meeting. Ask that contact who should be present at the first meeting. If the business is unionized, a union representative must be present at the first meeting. Middle management (personnel director, staff development or training director) is a good place to start contact with the management structure. If the union is a provincial body, it will have a provincial education coordinator or director who can recommend or pave the way with the local union representative. Remember, if toes are stepped on within the company (however inadvertently) the program will not receive the support necessary to get off the ground.

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[1] These questions are adapted from: *Upgrading*, Pennsylvania State Institute for the Study of Adult Literacy, College of Education, University Park, Pennsylvania.

WORKPLACE LITERACY PROGRAMS: GUIDELINES FOR PLANNING AND IMPLEMENTING

Questions to discuss in the initial preplanning meeting include:

- The benefits to the workplace of improved communication
- Perceived need for literacy upgrading by union and management
- The willingness of all groups to support training
- Perceptions of problem areas
- Preferences for the area on which training should be focused

Educators must understand that once they approach a business, they must adhere to the internal protocol of that organization. This may mean that the initial planning stage will take longer than expected. If the organizational structure is very hierarchical, there may be a long wait to get final approval from a C.E.O. If the management structure is more horizontal, the organization may be able to move more quickly. The bottom line is, whatever the internal process, the educator, as an outsider, must be willing to respect that process and not exert pressure on allies within the organization to "speed things up". Management personnel of the educational institution must also be willing to allow the gestational time necessary for a business-educational partnership.

Developing Workplace Literacy Partnerships

Once the initial contacts are made, a strong representative advisory committee should be set up which includes individuals representing all of the partners involved. The more broad-based this committee is, the stronger the support for the workplace program will be. Representatives from both middle and senior management should be present, balanced by an equal number of union representatives. If more than one union is active in the workplace, that union should be represented (even if that particular union may not have members who are part of the target group of learners). Once the instructor is hired, he or she becomes a member of the advisory group. The following workplace literacy guidelines have been compiled by Shirley Abrams in her work as co-chair of the "Partnerships at Work" project sponsored by the ABE Association of B.C.:[2]

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[2] These guidelines were based in part on Workplace Literacy Guidelines developed by the Adult Basic Education Association of B.C. ABEABC Guidelines appear in next section "Royal Columbian Hospital: Skills Upgrading Program", p. 153.

WORKPLACE LITERACY PROGRAMS:
GUIDELINES FOR PLANNING AND IMPLEMENTING

1. Union employees and educational institution should establish a relationship as soon as possible.

   a) Discuss needs and education philosophy differences and commonalities of the three partners
   b) Discuss funding process
   c) Ask regional union representative if the institution/provider is agreeable/acceptable to union leaders
   d) Set up an advisory committee made up of representatives of all partners involved in project.

2. It is essential to have support from the union, at both the regional and local levels:

   a) Ask regional representative for data about demographics of union members. This will form the basis of a literacy needs analysis.
   b) Suggest that the regional representative discuss his/her approval of the program with the union chairperson at the workplace.
   c) Obtain input from union and employer on desired qualifications of instructor whom institution hires/provides
   d) All union people should be kept informed as the program planning proceeds.

3. Each partner should contribute to the program:

   a) The employer might provide space, print the program brochure
   b) Workers might contribute their time (or cost-share with the employer)
   c) The institution should hire and employ the instructor
   d) The union should market the program and motivate workers to enroll.

4. In the developmental phase of the program, the instructor should conduct a needs assessment with each worker/learner individually. Program development should be continuous, based on feedback from formative evaluation throughout the program. The program should be learner-centered, using needs assessments.

5. Be prepared to start small. (A handful of students is a respectable start). The program needs ample time for growth and development.

WORKPLACE LITERACY PROGRAMS:
GUIDELINES FOR PLANNING AND IMPLEMENTING

Avoiding Difficulties in Workplace Literacy Programs

1. Expectations: Make sure that the partners involved all share realistic expectations for the program: the provider should indicate realistic expectations based on the amount of time learners will be spending in the program. The program will be doomed to failure of the literacy provider agrees to a model which is educationally unsound or if the literacy provider promises to deliver short-term "quantifiable" results. For example, it is not possible to teach adult learners to become readers in 12 weeks! Indicate to the business that the program must start small and that education is a long-term, not a short-term process.

2. Evaluation Process: Difficulties can arise if partners have differing opinions about how success is to be determined. Make clear from the outset how the program will be evaluated, by whom and who will see the results. Make sure that confidentiality of student progress will be respected by management. Negotiate a program evaluation procedure that will be acceptable to all partners.

3. Future Funding Process: From the outset the partners should agree on developing a plan for both current and future funding. Difficulties arise when seed monies are made available for initial funding but no plan or cooperative effort is devised for future funding process. All parties must agree on level of responsibility fromthe outset. Otherwise, the project may run out of money because everyone thought "someone else" was assuming responsibility for securing ongoing funding.

4. Advisory Committee Guidelines and Dynamics: Make sure the advisory committee is clear about levels of responsibilities of the project partners and that those commitments extend beyond the tenure of the individuals assigned to this committee. A written enabling document (terms of reference) for the committee should be established at the outset. The program will suffer if commitments do not reflect institutional policy and instead depend on the individual commitment of advisory committee members.

5. Internal Politics: Before proceeding with a workplace literacy program, make sure (as much as possible) that the union/management situation at the workplace is stable. If distrust and suspicion cloud the working relationship of management and labour, the literacy provider will quickly find itself in an untenable and unwinnable situation. Never appear to "take sides" with management or union. The literacy provider must be seen as a neutral partner.

Examples of innovative information on public and private sector workplace literacy programs are described on the following pages.

For further reading on Workplace Literacy programs, consult the following resources:

- *Focus 2000: Business-Education Partnerships (Your Planning Process Guide)*: The Canadian Chamber of Commerce, 1990.

- *Upgrading*: Pennsylvania State Institute for the Study of Adult Literacy, College of Education, University Park, Pennsylvania.

- *Worker-Centered Learning: A Union Guide to Workplace Literacy*. Anthony Sarmiento and Ann Kay: AFL-CIO Human Resources Development Institute, Washington, D.C., 1990.

PUBLIC SECTOR PARTNERSHIPS

ROYAL COLUMBIAN HOSPITAL: SKILLS UPGRADING PROJECT NEW WESTMINSTER, B.C.

(Douglas College, Royal Columbian Hospital, Hospital Employees Union)

The Royal Columbian Hospital Skills Upgrading Project (March 1989 - June, 1990) was the first public sector workplace literacy partnership in B.C. Partners in the project were Douglas College, the Hospital Employees' Union and the Royal Columbian Hospital. This pilot project was cost-shared by the British Columbia Ministry of Advanced Education and the Secretary of State of Canada. Hospital management provided space for the program, telephone and xeroxing services. All partners participated in marketing and promotion of the project.

The Basic Skills Upgrading Program was designed to give workers at Royal Columbian Hospital an opportunity to improve their reading, writing and math skills by attending an A.B.E. program conveniently located in the workplace. Organizers were aware of the Southam News Report (1987) which indicated that 1 out of 6 workers in Canada is functionally illiterate. They also knew that many of the entry level jobs performed by the target client group in areas such as kitchen, laundry and housekeeping had recently been reclassified to demand higher academic qualifications. Many long-term workers felt threatened by their lack of formal schooling.

The program was designed to meet the needs of the Hospital Employees' Union workers; 85% - 90% of these workers are women who, in many cases, are primary wages earners for their families. The organizers recognized that, in order to be successful, the program must consider the life situation of the participants. Therefore, the program was designed utilizing guidelines developed by the ABE Association of BC for meeting the literacy needs of workers. They are as follows:

- programs must be flexible
- curriculum must be based on learner needs
- the program must have the support of union and employers
- different programs must be designed for different workplaces. Time and location must fit into the context of workers' lives
- marketing must take place from grassroots
- programs must be prepared to start small and grow from word of mouth
- programs are most likely to be supported by large employers who invest in their employees
- participation must be voluntary

ROYAL COLUMBIAN HOSPITAL:
SKILLS UPGRADING PROJECT NEW WESTMINSTER, B.C.

The Royal Columbian Hospital Skills Upgrading Project took place at the worksite. Classes were scheduled to overlap the hospital's day and afternoon shifts. Instruction was provided from 1:30 p.m. to 4:30 p.m. Participants who worked day shift from 7 a.m. - 3 p.m. attended after their shifts; participants who worked afternoons attended before their shifts.

Initial assessments and interviews were used to determine entry level skills in order to design curriculum specific to learners' needs and goals. Instruments were chosen to be non-threatening, adult-oriented and focussed on the work environment. For example, the informal reading and writing assessment included the completion of the "Employee Accident Or Injury Report" used at the Royal Columbian Hospital to report accidents. The results of these assessments were compared to exit levels for each participant. In addition, instructor observation, unit reviews, and learner self-observation were part of the ongoing evaluation for each student.

Results of the Royal Columbian Hospital Skills Upgrading Project are discussed in the final program report, available from Douglas College (see below). The report indicates that forty-one personal or telephone contacts were made regarding the program; twenty-three assessments were conducted and eleven students attended on an ongoing basis. The final report also indicates that the working partnership between College personnel, hospital management and the union contributed to the success of the project. Factors which blocked the success of the project, contributing to lower enrollment than originally anticipated, included the use of print materials in the initial recruitment marketing strategy (eg: letters, brochures and posters) and the short length of time given to the project (10 months). Strikes at both the hospital and the College (which disrupted instruction) and lack of a full-time coordinator also hampered the success of the project.

The final report recommends a recruitment strategy for workplace literacy programs which focuses on meetings with potential students, rather than a print-oriented marketing strategy. The report also recommends that the job description and hours of work of an instructor be expanded to include coordination duties, that an advisory committee be struck to support each workplace skills project, and that as a longterm goal, "educators promote the notion that basic skills upgrading should be a part of the overall training program in any workplace and that time-release be granted for attendance in the program". (Final Report, p. 11).

Information for this section was obtained from the following project reports which are available through Douglas College:

ROYAL COLUMBIAN HOSPITAL:
SKILLS UPGRADING PROJECT NEW WESTMINSTER, B.C.

Two reports detailing the development, progress and evaluation of this project are available:

- Basic Skills Upgrading Program: The Design
- Basic Skills Upgrading Program: The Final Report

Contact Person: Mia Gordon, Director of Adult Basic Education
Douglas College
Box 2503, New Westminster, B.C.
V3L 5B2
Telephone #:(604) 521-4851

LIONS' GATE HOSPITAL EDUCATION DROP-IN CENTRE

(Capilano College, Lions' Gate Hospital, Hospital Employees Union)

Capilano College, in cooperation with the Lion's Gate Hospital and the Hospital Employees Union (H.E.U.), is currently sponsoring a literacy in the workplace program at the Lion's Gate Hospital in North Vancouver. Building on the model piloted by Douglas College at the Royal Columbia Hospital in 1989-90 (described earlier), Capilano College has initiated an education drop-in centre open to all employees of Lion's Gate Hospital. The centre, which opened for instruction on February 5, 1990, operates as an individualized, student-centered operation. Some of the students work on job-related tasks such as union manuals, resume or report-writing. Other students are pursuing one of Capilano College's A.B.E. level certificate programs or working toward a grade 12 diploma. The centre is funded entirely through Capilano College's base funding budget for A.B.E. programming.

In the development stage of this project, organizers built on the strength of the Royal Columbia hospital project: a strong working relationship between the College, the Hospital Employees Union and Hospital management. A significant difference from the Royal Columbia Hospital model was the considerable lead time given to the Education Drop-in Centre instructor, Cathy McLean, to conduct visits with the hospital employee community, a recommendation suggested in the Royal Columbia Hospital final report. Capilano College provided the Centre instructor with one month lead time to arrange meetings with groups of H.E.U. employees in various parts of the hospital, to attend department meetings, to meet with management representatives, to attend doctors' meetings and to develop a presence in the hospital by establishing regular "office hours" in the Drop-In Centre to speak to potential students. This personal awareness campaign produced a strong response to the program; 20 students registered in the first month of operations. Hospital "in-house" visits were repeated after the summer break, again producing a strong response.

During January 1991, the College and hospital advisory committee met to informally evaluate the operation of the Drop-In Centre and consider modifications to improve its effectiveness. The instructor expressed concern over the erratic attendance pattern inherent in a drop in centre and discussed alternative delivery models with hospital personnel. Although the drop-in centre concept has a number of strengths - it creates a non-threatening, inviting atmosphere for adults returning to school - it also has significant weaknesses. Because adults are not committed to coming to the centre at specific times, there can be a tendency to let learning "slide" during busy times, resulting in a frustrating lack of progress. This is ultimately discouraging to the learner who, once again, "drops out".

LIONS' GATE HOSPITAL EDUCATION DROP-IN CENTRE

Currently under discussion between the centre instructor and hospital director of education services is an alternate delivery model which "grafts" literacy skills learning onto existing hospital in-service training programs. For example, a two-month communication skills program is planned for hospital employees, which includes recognized release from work duties for participants. A written "communications for work" module could feasibly be added to this existing program. Other ideas include piggy-backing literacy training onto WHMIS training sessions and developing specific programs such as "Basic Message Taking Skills" and "Basic Business Communication Skills" which teach literacy skills necessary on the job. Another model being considered is the Job Effectiveness Training (JET) curriculum from Alberta Vocational College (See A.V.C./Stelco Steel Partnership description in this section). This curriculum teaches literacy skills grounded in a work world context including topics such as "Employee Relations", "How to Read Manuals", "Liaison with the Union" and Effective Message Taking".

Because employees see such programs as directly related to success in their jobs, this may increase motivation for employees concerned about their ability to cope on the job. Support from supervisors and union for attendance and the lack of any direct link with "literacy" may also encourage those most needing help who may then be motivated to continue learning in the Education Drop In Centre.

Information on this project was provided by:

Cathy McLean (contact person)
Instructor, Capilano College
2055 Purcell Way
North Vancouver, B.C.
V7J 3H5
Tel: 986-1911 (Capilano College)
or 988-3131, local 600 (Lions Gate Hospital)

BASIC SKILLS/LIFE SKILLS PROGRAM, PARKSVILLE
(Ministry of Social Services and Housing and Malaspina College)

This partnership between the Ministry of Social Services & Housing and Malaspina College evolved out of a need identified by Janet King, Rehabilitation Officer, Ministry of Social Services and Housing, (Parksville) and Malaspina College ABE instructor, Linda Perkins, both active members of Project Literacy Parksville/Qualicum.

The focus of concern was long term educationally and socially disadvantaged temporary assistance clients. The Ministry of Social Services and Housing and Malaspina College partners identified that long term functionally illiterate clients need more than the traditional upgrading offered in the Adult Basic Skills program. Coping skills and self-esteem development was added to the math and language training to assure effectiveness and move the clients to a more successful path. The partners designed an extensive educational experience that had equal time devoted to Life Skills and Literacy. Janet King notes that the cooperative effort had an immediate positive impact in meeting both students' objectives, and those of the partners involved.

The 1989/90 program began with 20 students, of which 15 graduated and all of these students are now employed. Of these same students, 75% have indicated that they will return to continue their education and some are currently doing so.

Linda Perkins, one of the instructors for the program, credits the success of the 32 week program to the focus on increasing self-esteem and interpersonal skills among the participants, "We work to broaden their perspectives on the world, each other, themselves", and to the constant support of the Ministry of Social Services and Housing. Ministry staff continue to work with the students as their goals change and evolve through participation in the program and provide support as they begin to identify further career and educational goals. The rehabilitation officers and financial officers have participated in class activities and this has also contributed to the program success.

Although there is no specific expectation for job placement after completing the program, students' increased academic skills and self-confidence have resulted in the current 100% employment rate for graduates of the program and their strong interest in continued learning.

The program is funded jointly by Ministry of Social Services and Housing and Malaspina College. Similar programs have been implemented in Courtney, Campbell River and Sechelt. Programs for other communities are currently in the planning stage.

BASIC SKILLS/LIFE SKILLS PROGRAM, PARKSVILLE

Information about this partnership was provided by:

Janet King (contact person)
Rehabilitation Officer
Ministry of Social Services & Housing
Box 489
Parksville, B.C.
V9P 2G6
Tel: 248-6134

and

Linda Perkins, Instructor
Malaspina College
162 West Harrison
Parksville, B.C.
V0R 2S0
Tel: 248-2096

SPEECH ASSISTED READING AND WRITING (SARAW) PROGRAM
(Capilano College and the Neil Squire Foundation)

A joint project of Capilano College and the Neil Squire Foundation, S.A.R.A.W. is the first computer-based approach to literacy education to be designed for adult learners with severe physical disabilities. The SARAW software program caters for physically handicapped adults who are unable to hold a pencil to write, turn pages in a book, or even to speak. It allows them the opportunity to participate in literacy classes by using computers and modems.

The pilot implementation of the SARAW software, jointly designed by Pat Hodgson of Capilano College and Don Bentley of the Neil Squire Foundation, took place between November, 1990 and May, 1991. Twelve students from Victoria, Greater Vancouver and Prince George were involved in the project working ten hours a week with a trained tutor and meeting with the Capilano College instructor weekly either in person or electronically, using modems. The modems also allows the students to communicate with each other using electronic mail.

The program, designed for learners reading and writing in the grade 2 - 6 range, incorporates a language experience curriculum, combining multi-coloured symbols and graphics with voice output. The speed of the voice output is student-controlled. The program also includes a set of stories written by adult literacy learners (including disabled literacy learners) and by physically handicapped people. Using one of eight different voices, the voice output gives the student verbal directions and reads back what the student is writing. The program sounds out words phonetically. For example, if the user writes, "I live in a howse in North Vankowver", the computer's voice will pronounce "house" and "Vancouver" correctly but will also indicate the words are misspelled, thus allowing learners who cannot speak to use the computer's voice to communicate without having to worry about spelling errors. "These people probably have the greatest need for literacy, because without reading and writing they are essentially speechless", Pat Hodgson says.

Funding for the design and development of the SARAW software program came from the Canadian Studies Directorate and the Secretary of State National Literacy Secretariat and from a Challenge 1990, Employment and Immigration Canada grant. Funding for salary and administrative costs of the pilot implementation phase were provided jointly by the B.C. Ministry of Advanced Education and Technology and the Secretary of State. The project received no funding for the capital costs of computer equipment which was loaned by various agencies for the six-month pilot. Currently, Capilano College and the Neil Squire Foundation are seeking community support to purchase 12 computer systems so that the SARAW literacy program can be offered on an ongoing basis.

SPEECH ASSISTED READING AND WRITING (SARAW) PROGRAM

Information about the SARAW program was provided by:

Pat Hodgson (Contact person)
A.B.E. Coordinator
Capilano College
2055 Purcell Way
North Vancouver, B.C. V7J 3H5
Tel: 936-1911

MUNICIPAL WORKPLACE LANGUAGE PROGRAM
(City of Vancouver, CUPE Local 1004,
and Invergarry Adult Learning Centre)

The Municipal Workplace Language Program was initiated in December 1989 in an effort to address workplace language deficiencies in the City of Vancouver. In step one, the Equal Employment Opportunity Office (E.E.O) of the City of Vancouver contracted with Invergarry Adult Learning Centre/Surrey School Board to 1) research language needs and managerial support within the City Departments, and 2) develop a model for language training that would meet the diverse needs within the City workplace.

A $35,000 grant from the Ministry of Advanced Education, Training and Technology funded the needs survey of the Vancouver municipal workers. The research identified three themes which directed the subsequent pilot project.

1. Low-entry staff: People who have language difficulties in reading or writing which interfere in work, particularly in terms of advancement.

2. Oral-language needs: People whose talent and potential remain unnoticed if their speech is not clear enough to communicate with co-workers, supervisors, or the public (in person or on the telephone).

3. Social needs: People who feel isolated and lonely in work relationships. The lack of social language can be an additional barrier on the worksite.

Step two was to implement the Municipal Workers Language Program. The intent which has been achieved was to have a working model in place and available to other organizations by the end of the first year. The partners in the second stage of the project were the Hastings Institute, the Open College, C.U.P.E. Local #1004, and the Ministry. As of this printing, the Hasting Institute partnership is composed of the Hastings Institute, Vancouver School Board, B.C. Federation of Labour and provincial and federal funders. Key components to be included in the model program were identified as:

- Whole language approach - addresses needs of whole employee.

- Employee/employer union commitment - staff participants volunteer 35-40 hours of time; the City releases them for one-half of the 80 hour course.

- Mix of language levels and of native and second language speakers.

MUNICIPAL WORKPLACE LANGUAGE PROGRAM

- Voluntary enrollment in training and self-identification of needs (minimum 35 participants each session).
- Peer-group learning model.
- Intergeneration component (literacy for the family).
- Teacher-training model for development of program for other organizations.
- Final product - development of a module for use in small worksites - large bureaucracies.
- Flexible hours - offered at four on-site locations over five days and several time slots. Off-site classroom provided by Union.
- Worksite supervisor involvement - With the help of supervisors and participants, a workplace orientation is built into the learning script.

Evaluation of the three month pilot was done by observing and examining each participant's speech, written expression and reading competency. In addition, the Student Perception of Ability Scale was administered. The scale measures students' perception of their abilities in such areas as arithmetic, reading/writing, spelling/neatness, general ability, school satisfaction, and confidence. The evaluation procedure proved to be productive, and the resulting information was used to help design programs which would meet different worksite needs.

Information for this section was obtained from:

Gary Pharness
c/o Hastings Institute
City Hall
453 West 12th Avenue
Vancouver, B.C.
V5Y 1V4
(604)873-7786

PRIVATE SECTOR PARTNERSHIPS

BASIC SKILLS UPGRADING PROGRAM: EXPANDING THE PARTNERSHIPS
(Douglas College and the Construction Labourers Training Plan)

This demonstration, cost-shared project has been developed by Douglas College to build on the success of its earlier project, the Royal Columbian Hospital Basic Skills Upgrading Program. As described above, the Royal Columbian Hospital project piloted the design and implementation of a workplace literacy program for PUBLIC sector workers. This new project initiated in the fall of 1990, focusses on meeting the literacy needs of workers in the PRIVATE sector in a cooperative model based on a partnership of union, management and the community college. The development of this program (currently in progress) illustrates unique challenges involved in developing a working model for private sector industry partners, requiring a willingness on the part of the educational partner to respond to unique sets of needs.

In September, 1990, the College made several initial contacts with unions and organizations representing workers in primary resource industries. The Construction Safety Council of British Columbia expressed interest on behalf of their constituency, the construction workers of British Columbia. A partnership was formed with the Construction Labourer Training Plan, an association which represents all of the local construction labourers unions in B.C. and which plans and provides training program for construction labourers. The Association itself is a joint venture of business and labour; the board is made up of six representatives from labour and six from management. Both workers and management pay into the plan which provides courses for construction labourers such as:

- Surveying and Grades
- Industrial First Aid
- Foreman Supervision
- Wilderness Survival

Initial contacts with the Construction Labourers Training Plan produced surprises for the Douglas College Project Coordinator, Mardi Joyce. The Association was reluctant to mount a "literacy" program, having done so in the early 1980's with limited success. As a first step, the coordinator of the Construction Labourers Training Plan contacted the representatives of various local unions to identify needs perceived by the representativeness and the workers themselves. Surprisingly, the aspect of "literacy" identified as a primary concern by the workers was not reading; it was numeracy. Workers indicated that proficiency in reading is not a survival skill on the job site; lack of skill in mathematics blocks most workers' ability to get promoted to supervisory positions, or even to survive in the jobs they hold. For example, reading a blueprint depends on an ability to understand scale and numbers - not words.

BASIC SKILLS UPGRADING PROGRAM:
EXPANDING THE PARTNERSHIPS

In December, 1990, an evening program was set up for workers located in a local union hall: the location of other programs put on by the Construction Labourers Training Plan. The program is entirely learner-centered, and participants study mathematics skills ranging from basic numeracy and measurement principles to beginning algebra and trigonometry. In addition to this evening mathematics program, the College project coordinator developed a compromise position on literacy training, suggesting the implementation of a "scribe" service that would help workers write letters and fill in forms, to be held two afternoons a week, again in the union hall where workers regularly come and go. The coordinator reasoned that the workers, who may not perceive a need for reading and writing on the job, may, in fact, take advantage of a scribe service. Although the scribe service has not been heavily utilized, a number of workers who speak English as a second language have approached the service, initially utilizing the transcription service then continuing on to learn construction terminology.

A major challenge presented by this workplace literacy program is the transient nature of the job site. Compared to Ontario manufacturing industries, which have a long history of on-site literacy programs, B.C.'s primary industries (including construction) have worksites which constantly change. Once a worker finishes a construction job, he will move to a different worksite. This creates significant difficulties for marketing a literacy program - the instructor cannot travel, in person, to several hundred job sites to interview potential candidates! A key marketing aid in this program has proved to be the union dispatcher who promotes the program to workers approaching the dispatcher for a job assignment. Promoting the program at union meetings is another marketing technique - unfortunately, because of the significant amounts of print material associated with labour union meetings, workers experiencing literacy difficulties may not be the most active union members.

The project coordinator, Mardi Joyce, who also instructs the program, reports that the student-centered nature of the program is meeting the needs of the participants. However, both the union and management representatives of the Construction Labourers Training Plan initially would have preferred a more structured system with clear, quantifiable parameters. Perhaps the greatest challenge presented by this project has been the considerable time constraint. The timeline, from initial planning stage to completion of instruction, was nine months. However, most workplace literacy programmers suggest that nine months is, in fact, the average length of time from the initial project idea to beginning of the implementation stage. The instructor recommends a longer initial planning phase for awareness and team building activities. It is quite likely in most partnerships that education and industry timetables will not mesh. There may be initial downtime (which must be built into the planning schedule) if an industry is approached at a busy time.

BASIC SKILLS UPGRADING PROGRAM:
EXPANDING THE PARTNERSHIPS

The College intends to produce an evaluation report at the end of the project (July, 1991) which will include a list of recommendations for establishing an upgrading program in other private sector workplace settings.

Information about this project was provided by:

Mardi Joyce (contact person)
Instructor, Developmental Studies
Douglas College
P.O. Box 2503
New Westminster, B.C.
V3L 5B2
Tel: (604) 520-5400

WORPLACE LITERACY IN LARGE CORPORATIONS:
A demonstration and dissemination project
(The Business Council of British Columbia and the
National Literacy Secretariat)

This Business Council of British Columbia project, funded by the National Literacy Secretariat has utilized the resources of the business community to develop demonstration models of workplace literacy programs and communicate the results to business and literacy leaders across Canada. The project, which ran from August, 1990 to June 1991 anticipated several significant outcomes, including:

- a needs assessment survey of large corporations in British Columbia to identify current literacy needs and issues.
- demonstration training projects involving several B.C. employers to test and adopt workplace literacy programs to specific industrial settings.
- a collection of how-to material for the use of employers, unions, institutions, etc. who want to utilize the successful ideas used by other projects.
- an implementation guide or "how-to" manual summarizing the results of the pilot training courses for use by other employers.
- a final report identifying resources, alternatives and strategies for future applications.

The Business Council of B.C.'s project rationale emphasizes that the strength of their approach is direct involvement of representatives from the B.C. business community. Since many large corporations have their own training and staff development departments, the project focus is on enabling employers to utilize their own resources and expertise to develop workplace programs. The project hopes to increase awareness, acceptance and utilization of workplace literacy programs among the members of the Business Council of British Columbia. Other stated objectives for the project include:

- meeting with employers, unions and educators in order to develop programs and funding that are acceptable to all concerned.
- exploring ways of identifying workers who require literacy upgrading while ensuring no loss of employment because of such an admission.
- demonstrating the economic and social value of a corporation investing in the literacy skills of their employees.
- working in cooperation with such organizations as the Council of Forest Industries, the BC Federation of Labour, the International Woodworkers Association, the Adult Basic Education Association of B.C., Literacy B.C., the provincial colleges and the broad business community in a mutual search for solutions to the literacy challenge.

WORPLACE LITERACY IN LARGE CORPORATIONS

Maureen Palfreyman, coordinator of this project for the Business Council of B.C., reported initial results of the needs assessment survey of B.C. corporations in the Adult Literacy Contact Centre January, 1991 newsletter. Palfreyman says, "The survey shows that industry is really committed. Most of the respondents have recognized a need within their organizations and have been willing to make a time committment." The survey polled companies on a number of literacy issues such as availability of in-house training departments and testing services, the kinds of testing tools currently in use and the number of employees who might benefit from literacy or E.S.L. training, assistance program for employees completing General Education Diploma (GED).

Information on this project was obtained from the project proposal description and project updates in the Adult Literacy Contact Centre Newsletter and the Business Council of B.C.'s newsletter.

For more information about the project, contact:

The Business Council of British Columbia
Ste. #810-1050 W. Pender Street
Vancouver, B.C. V6E 3S7
Tel: (604) 684-3384
Fax: (604) 684-7957
Contact persons:
Maureen Palfreyman, Project Coordinator
Keith Gray, Project Advisory Committee Chair & V.P. Government Relations and Education Services, Business Council of B.C.

To facilitate availability of materials to organizations throughout the province, all materials produced by the project will be housed at:

Adult Literacy Contact Centre,
622 - 510 W. Hastings Street,
Vancouver, B.C. V6B 1L8.

BASIC EDUCATION FOR SKILLS TRAINING (BEST) Ontario
(Ontario Federation of Labour and Member Unions)

Basic Education for Skills Training (BEST) is a project of the Ontario Federation of Labour and its unions. The program is available in French and English to employees in unionized workplaces throughout Ontario. BEST seeks to improve workers' skills in reading, writing, math, and communication, as well as workers' individual and collective ability to shape the world. Through BEST the labour movement tries to promote social and economic justice. The program is free to participants.

Major partners with the Ontario Federation of Labour in the BEST Project are: the Ontario Ministry of Education which provides most of the funding; the labour movement which provides administrative/staff time and office facilities; the National Literacy Secretariat of the Department of the Secretary of State of Canada which provides funds for special projects; and the employers who provide time and support for the program, physical facilities, and a leave of absence for the union instructors who teach the program.

Over 100 BEST programs have been offered to workers in such workplaces as mines, paper mills, lumber camps, hospitals, hotels, boards of education, nursing homes, universities, garment factories, food processing facilities, and electronics and other manufacturing plants. Municipal workers, taxi drivers, construction workers and bus drivers have also taken the program. Each program is union-run at the workplace in a small group setting. The instruction is provided by union employees who design the curriculum around the participants' needs. Some educators, however, question whether union members can be adequately prepared to take on the task of instructing their co-workers.

There are two requirements for starting a BEST program. The union must want the program in the workplace and should provide a minumum of six participants. The union must also identify a union member from that workplace who can be trained to instruct fellow employees and who is willing to commit to the program for one year, with a minimum of 36 weeks of instruction. Instructors receive 100 hours of training over a two-week period. They also receive three additional hours of in-service training. The training and support are provided by BEST regional co-ordinators.

Information for this section obtained from:

* "Basic Education Skills Training Project: Ontario Federation of Labour" (Workshop) Douglas College, New Westminster, 1990

BASIC EDUCATION FOR SKILLS TRAINING (BEST) Ontario

For more information about BEST, contact:

Tamara Levine, BEST Program Coordinator
Ontario Federation of Labour
37 Craig Street
Ottawa, Ontario
Y1A 1Y4
Tel: (613) 223-7820 or 232-2378
Fax: (613) 230-8404

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STELCO STEEL
(Edmonton Works, Alberta)

Stelco Steel, Edmonton Works provided a Job Effectiveness Training course for its employees from November 1989 to April 1990. The cost to Stelco was 50% of the total funding. Partners in the venture included the National Literacy Secretariat and the Alberta Ministry of Advanced Education who funded the project with a grant of $35,000. A third partner, the Alberta Vocational College (AVC), assisted with curriculum development, administrative, instructional, and evaluative services. AVC also provided the site for the course. Twelve steel workers recruited on a volunteer basis became the first employees to receive training in the pilot project.

Once identified, the twelve employees were assessed at an average reading level of 11.7 and an average mathematics level of 8.9. The skill level came as a surprise to organizers since they expected to target workers with a grade level below functional literacy. The instructional team, however, was challenged by the unexpected high skill level of the steelworkers and moved quickly to develop a curriculum which addressed this. Further discussion with the participants enabled the group to identify their own learning needs which would assist them with job performance and with qualifications for future promotions. Together, the employees and the instructor designed the course.

Early in the project, AVC staff outlined the following objectives:

- Cope with work related reading requirements.
- Cope with work related writing requirements.
- Cope with work related numeracy requirements.
- Improve spelling of work related terminology.
- Improve knowledge of safety regulations.
- Improve knowledge of personnel and union information.
- Improve overall knowledge of the company.
- Develop learning strategies to enhance the future learning potential of each trainee.

After assessing and interviewing the participants, new objectives were added to the curriculum. These included computer literacy, the metric system, interpersonal relations and more advanced reading skills and applications.

Classes were held weekly for a twenty-week period. The steel workers met on their day off from 7:00 a.m. - 12:00 p.m. on alternating Wednesday or Thursday mornings - a schedule which had to be flexible to accommodate the group's 12-hour shift requirements. The employer paid the participants half a day's pay for attending classes on their time off.

STELCO STEEL

The Stelco project was evaluated by objective testing and interview questionnaires. Results were as follows:

- Over 20% gains in objective test scores in reading, writing and numeracy.
- High levels of student satisfaction with the course, especially with the topics such as computer literacy, the metric system, the steel making process, the steel industry, and Stelco's customers.
- Stelco's supervisors, who observed the changes in participating employees, cited gains in understanding of computers, Stelco's operations, and the steel making process.
- Overall, understanding of written instructions and improved self-confidence of participants were noted as outcomes of the course.

Success was attributed to the enthusiasm of the participants, the cooperation of the union, the commitment of Stelco and the flexibility of the educational partner, AVC. The final report recommended that the course be offered again. Excerpts from a press release about the project follow:

"Workers Honing Job Skills After Hours". Lynne Van Luven. - Reprinted with permission from Edmonton Journal 21/02/90

Al Shipton, Stelco's manufacturing services manager, ... says, the feedback from the course has been mainly positive. The JET program has increased employees' interest in their jobs and made them feel more a part of their company.

"Learning about their workplace and ways to function better in it makes them feel good," Shipton says.

Shipton says although Stelco knew employees were concerned about changes within the steel industry, "we didn't provide enough information . . . and they didn't know how to deal with those changes." The JET program seemed like a chance to begin changing that.

Chris Belanger, who works as a wire bender in the pit and is a shop steward for her union, says she's been most interested in learning how to operate a computer, but she's also appreciated learning who Stelco's customers were and where the product ends up.

"If you have an idea where something's going, you have more interest in what you're doing," she observes.

STELCO STEEL

Information for this section was obtained from:

- "Literacy in the Workplace; the Stelco Experience" The Literacy Conference '90 Edmonton.
- Stelco Steel, Edmonton Works, Job Effectiveness Training Final Report. Alberta Vocational College, Edmonton.

For more information, contact:

Dini Steyn
Alberta Vocational Centre
10215 - 108 Street
Edmonton, Alberta
T5J 1L6

ADVOCACY GROUPS

ABC CANADA

ABC Canada is a national, private-sector foundation whose purpose is to promote literacy in Canada. ABC Canada began in 1988 as an ad hoc committee of World Literacy Canada, to create, produce and disseminate a multi-media literacy awareness campaign. The success of this campaign indicated to committee members the need for a national, private sector voice on literacy as ABC Canada.

The initial media campaign was produced in partnership with the Canadian Advertising Foundation (CAF), a group which has made a five-year commitment to support ABC Canada's public awareness activities by requesting donations of prime media time and space from leading corporations. This campaign produced public service messages for television, radio or print media, encouraging parents to read to their children. One of the television spots, "In the Dark", has received two major awards. A second media campaign has now been developed which

- encourages Canadians to support literacy programs as volunteers and
- encourages potential learners to seek help. These spots will include a five-second information "tag" promoting local organizations.

ABC Canada has also recently commissioned the first Canadian public opinion poll on literacy. The survey, produced by Decima Research, is called "Attitudes of Canadians Toward the Issue of Literacy" (November, 1990).

Other projects in ABC Canada's awareness campaign have included the "Classics for Kids" program, sponsored by the Academy of Canadian Cinema and Televa Cineplex/Odeon and Campbells Soup, and Shell Canada's "Well-Loved Tales". ABC Canada is committed to a longterm partnership with private enterprise to promote literacy. Current partners in ABC Canada include: Gzowski Invitational Golf Tournaments for Literacy, Coles Book Stores Ltd, Southam Incorporated, and the "Business Task Force on Literacy".

For more information about ABC Canada contact:

Wendy Johnston, Program Officer
ABC Canada
Ste 3001, 1489 Hollis Street
Halifax, N.S. B3J 3M5
Tel: (902) 426-4137
Fax: (902) 426-4803

MOVEMENT FOR CANADIAN LITERACY

The Movement for Canadian Literacy (Rassemblement Canadien Pour L'Alphabetisation) was founded in 1977. It is the national networking and advocacy organization concerned with adult literacy in Canada.

MCL works closely with national organizations such as the Canadian Association for Adult Education, Frontier College, Laubach Literacy of Canada, The Association of Canadian Community Colleges, the Canadian Congress for Learning Opportunities for Women, and the National Anti-Poverty Organization, to broaden and strengthen the literacy network.

During the International Year of Literacy, MCL supported the Learner Action Group of Canada's National Learners' Training Event. MCL also sponsored the "Book Voyage" in all provinces and territories of Canada.

MCL has undertaken an analysis of the resources applied to literacy programming across Canada. This includes examining public policy, funding, human resources and curriculum. MCL is planning to use this research to advance policy and program proposals to the public, private and voluntary sectors.

Information about MCL was submitted by:

Joyce Cameron
B.C. Provincial Representative
Douglas College
Box 2503,
New Westminster, B.C. V3L 5B2
Tel: (604) 521-4851

For more information about MCL, contact:

Movement for Canadian Literacy,
Suite 500, 880 Wellington Street
Ottawa, Ontario
K1R 6X7
Tel:(613)563-2464

or

Joyce Cameron
(address above)

ADULT BASIC EDUCATION ASSOCIATION OF B.C.

The ABE Association of B.C. is a professional association advocating the provisions of high quality learning opportunities for undereducated adults and offering professional development activities for practitioners.

The Association maintains cooperative and reciprocal relationships with the Movement for Canadian Literacy, Literacy B.C., the Pacific Association of Continuing Education, and Teachers of English as an Additional Language.

Throughout the eleven years of its history, members of the Association have worked to raise public and government awareness of the basic educational needs of British Columbians. The Association initiated the first Project Literacy B.C. group in Vancouver and later participated in the establishment of the new provincial literacy coalition, Literacy B.C., in 1990.

The Association receives funding from the Ministry of Advanced Education and the National Literacy Secretariat for projects such as the Adult Literacy Contact Centre, Partners at Work and Program Observations.

The Adult Literacy Contact Centre (ALCC), an information and referral centre, is in its fourth year of operation. The ALCC helps adults in B.C. who are less than fully literate find appropriate learning opportunities. The staff offers assistance directly to learners as well as indirectly through governmental, community, educational and other agencies, employers and unions. A newsletter is published monthly and delivered free of charge to a mailing list of over 500.

"Partners at Work" is a series of forums designed to raise awareness about literacy needs in business and industry. The Forums bring together representatives of business, labour and education to discuss issues and ideas related to literacy in the workplace.

The Program Observation project is organizing a representative group of ABE/Literacy educators to observe programs around the province -- college, school district, community, professional and volunteer programs. The purpose is to engender more understanding and cooperation between the providers of literacy programs in the province.

ADULT BASIC EDUCATION ASSOCIATION OF B.C.

Annually, the ABE Association organizes a provincial conference. It also provides seed money to groups to organize their own regional professional development workshops. A $100.00 bursary is awarded to an outstanding ABE student annually at each member institution. Three times a year, the Association publishes a professional journal, Groundwork.

Information about the Adult Basic Education Association of B.C. was submitted by:

Patty Bossort, Past President, A.B.E. A.B.C.
Box 117
Silverton, B.C.
VOG 2BO
Tel: (604) 358-2391

For more information about the Adult Basic Education Association of B.C., contact:

Adult Literacy Contact Centre
Suite #603, 510 W. Hastings Street
Vancouver, B.C.
Tel: (604) 684-0624

ASSOCIATION OF LEARNING DISABLED ADULTS (ALDA)

A registered, charitable society, this self-help organization serves the upward of ten percent of the adult population who are affected by learning disabilities. (ALDA) "believe(s) that undiagnosed learning disabilities are a major factor in causing Canada's high rate of adult illiteracy and the diverse problems this creates" (from ALDA's Mission Statement). Some of the services ALDA provides learning disabled adults include:

- telephone information, advocacy, referral and counselling
- personal and family counselling
- weekly adult support groups
- multi-media resource centre
- workshops for professionals
- public awareness and education

Two recent projects have expanded ALDA's ability to serve learning disabled adults in British Columbia: ALDA Assessment Program and the Bulletin Board System. The ALDA Assessment Program is one of the 1990-1991 B.C. Ministry of Advanced Education and National Literacy Secretariat cost-shared projects. The goal of this project is to provide learning disabled adults with affordable, community-based assessments for specific learning disabilities. The Bulletin Board System is a communications networking system for learning disabled adults which uses communications equipment donated by the B.C. Tel Pioneers (the national association of retired telephone employees) and the B.C. Tel Employees Fund. The ALDA office contains the mainframe computer which collects messages from individuals who have been supplied at home with a screen, keyboard, modem, telephone and printer. This system helps learning disabled adults who have difficulty communicating to develop networking and literacy skills from their homes.

As a non-profit, charitable organization, ALDA is funded entirely by fundraising activities such as bingo and casino and by grants. The National Literacy Secretariat and Employment and Immigration Canada have provided grants which are specifically earmarked for self-help organizations or groups helping handicapped individuals.

Information about ALDA was obtained from:

Grace Piontkovsky
Executive Director, ALDA
#1322 - 510 W. Hastings Street
Vancouver, B.C. V6B 1L8
Tel: (604) 683-5554 Fax: (604) 683-2380

(LBCS) LITERACY B.C. SOCIETY

Founded in March, 1990, Literacy B.C. is a coalition of individuals and groups throughout British Columbia. This coalition is the result of organizing activity carried out by Project Literacy B.C. (then a committee of the Adult Basic Eduction Association of B.C.) and an interim board of representatives from local Project Literacy groups, the Adult Basic Education Association of B.C., and the Provincial Literacy Advisory Committee. The coalition has a 22 member elected board which represents the twelve provincial college regions and includes ten members-at-large. One quarter of the board is made up of literacy learners. Literacy B.C. currently sees coalition building as its primary activity: strengthening Literacy B.C. as an organization and developing strong local, regional and provincial literacy partnerships.

Literacy B.C. gives information and support to literacy programs, builds regional networks, informs government, media and the public about literacy issues, and promotes the learners' voice within B.C. Members of Literacy B.C. become part of a provincial literacy network, members also attend programs, conferences, and the Annual General Meeting of Literacy BC, vote on the affairs of Literacy BC and are active on committees, and contribute to and receive the Newsletter.

Currently, Literacy B.C. is actively participating in the Provincial Literacy Awareness Compaign, in partnership with the Adult Literacy Contact Centre and Vancouver Community College. For more information on this project see earlier section "Conducting a Public Awareness Campaign", p. 43.

For information about Literacy B.C. contact:

Linda Mitchell
Executive Director, Literacy BC
Ste# 1128, 510 W. Hastings Street
Vancouver, B.C.
V6B 1L8
Tel: (604) 687-5077

LEARNING DISABILITIES ASSOCIATION OF B.C.

The Learning Disabilities Association of B.C. (L.D.A.B.C.) is a non-profit society "devoted to promoting the education and well-being of individuals with learning disabilities, and to ensuring that relevant services to meet their needs are available in the community" (from L.D.A.B.C. Mission Statement). LDABC's goals include:

- increasing public awareness and understanding of learning disabilities
- increasing the development and dissemination of information materials to the learning disabled, their families, professional groups and the community
- increasing the Association's capacity for effective advocacy

The LDABC organization is made up of people with learning disabilities, and their families, professionals and other concerned community members. The organization was originally founded in 1975 by parents of children with learning disabilities. Since then, the Association has expanded its mandate to advocacy for both children and adults. The Association now has thirty-six chapters throughout B.C. and a membership of eight hundred and seventy-five. In addition to the LDABC volunteers who serve on the board of directors and in committees, LDABC receives direction and support from a Professional Advisory Board made up of people from many different occupations.

In response to calls from adults or on behalf of adults with learning disabilities, LDABC sends out information packages of selected articles. Adult members of the association are entitled to borrow resources from LDABC's library which includes books and videos on specific learning disabilities, employment counselling, strategies for independence, etc. LDABC also provides a list of private assessors for adults who enquire about learning disability testing. LDABC does not provide direct services for learning disabilities testing. Adults interested in support groups are referred to ALDA (Adult Learning Disabilities Association) or the Surrey Adult Services group.

Funding for LDABC is provided by: Ministry of Education, Fraser Valley Real Estate Board, Samuel and the Saidye Bronfman Family Foundation, membership fees, corporate and individual donations, and fund raising projects.

LEARNING DISABILITIES ASSOCIATION OF B.C.

Information about the Learning Disabilities Association of British Columbia was obtained from:

Sharon Boyne (contact person)
Office Co-ordinator
Learning Disabilities Association of B.C.
Ste.#203, 15463-104 Avenue
Surrey, B.C. V3R 1N9
Tel: (604) 588-6322
Fax: (604) 588-6344

COMMUNITY LITERACY PROGRAMS AND PROJECTS

SURVEY RESPONSES

ADULT BASIC LITERACY EDUCATION (ABLE)
Sechelt, B.C.
Richard Curll - Coordinator **Phone: 885-2991**

PURPOSE OF ORGANIZATION: The purpose of the ABLE program is to provide free confidential tutoring to literacy learners on the Sunshine Coast.

START-UP: The ABLE program was initially established by a group of concerned residents in the late 1970's and was eventually incorporated into the services provided by School District #46 through Continuing Education.

STRUCTURE OF ORGANIZATION: The ABLE program is sponsored by School District #46 and is under the supervision of the Director of Continuing Education. The coordinator, a qualified teacher, is hired on a part-time basis to train tutors, interview potential learners, arrange matches, promote the program and maintain records. The tutors are all volunteers who attend a 10-hour training workshop.

FUNDING: Funding is provided by the Ministry of Education on a per student basis.

LITERACY AWARENESS PROJECTS: Along with brochures, newspaper ads, articles and flyers, the ABLE program has engaged in specific promotion projects. The program coordinator conducted a Learner's Forum aimed at promoting literacy awareness in the community. Display tables have been set up at the annual Festival of the Written Arts (Sechelt) and malls on International Literacy Day. Community Cablevision has shown the tape, "Illiteracy the Challenge", and featured literacy and the ABLE program on local talk shows.

INSTRUCTION/SERVICE PROJECTS: The ABLE program conducts two tutor training programs per year through Continuing Education. The training sessions incorporate parts of the program "It Works Both Ways: Teaching Reading & Writing to Adults" published by Access, as well as other training materials available in B.C.

FUNDRAISING ACTIVITIES: N/A.

ADULT LEARNING PROGRAM
Langford, B.C.
Donna Miller, Director, Cont.Ed. Phone: 474-9800

PURPOSE OF ORGANIZATION: To help adults improve their literacy and numeracy skills in a supportive environment.

START-UP: It started as a volunteer tutor program from a tutor's home.

STRUCTURE OF ORGANIZATION: Continuing Education

FUNDING: Ministry of Education

LITERACY AWARENESS PROJECTS:
Projects are aimed at raising literacy awareness.

- "A read-in": reading aloud in a local mall;
- Presentation by learners and staff to: agencies, service clubs, community & school organizations;
- Local newspaper: feature articles, news items, ads.

INSTRUCTION/SERVICE PROJECTS: The Adult Learning Program operates a Centre in which a professional instructor and trained volunteer tutors provide immediate individual assistance to regularly attending and drop-in adult students. It also provides a 20-hour training program for volunteer tutors.

FUNDRAISING ACTIVITIES: Production of a cookbook, soliciting of donations.

ALDA ASSESSMENT
Vancouver, B.C.
Grace Piontkovsky **Phone: 683-5554**

PURPOSE OF ORGANIZATION: To assist the learning disabled adult to integrate into the productive fabric of society.

START-UP: Adult support group conducted by a volunteer.

STRUCTURE OF ORGANIZATION: Registered non-profit, volunteer board, advisory committee of members, executive director.

FUNDING: Fundraising and donations, short term grants.

LITERACY AWARENESS PROJECTS: Ongoing public awareness campaign; information and referral of learning disabled adults to existing remedial services, affordable assessment of specific learning disabilities.

INSTRUCTION/SERVICE PROJECTS:
1) Weekly peer support group meetings;
2) Electronic bulletin board with access to requisite computer equipment and personalized instructions
3) Affordable assessment of specific learning disabilities

FUNDRAISING ACTIVITIES: Annual auction, bingo and casino, short term grants, membership drive.

APARTMENT LITERACY
Prince George, B.C
Paula Davies **Phone: 561-5835**

PURPOSE OF ORGANIZATION: The group has initiated a needs assessment in 2 identified high density housing complexes with the goal to developing a community based literacy program(s) on site.

START-UP: Discussions by educators in the field as to how we can better serve our community.

STRUCTURE OF ORGANIZATION: This group is an ad hoc advisory board composed of representatives from Project Literacy Prince George, Native Friendship Centre, SD#57, College of New Caledonia.

FUNDING: The needs assessment is being funded by CNC.

LITERACY AWARENESS PROJECTS: The needs assessor has been going door to door in the designated areas as well as holding larger group meetings to ascertain interest in further education as well as obstacles to returning to school.

INSTRUCTION/SERVICE PROJECTS: The eventual outcome of this project is as yet undetermined although on site classes with a community education focus, as well as an on-site centre are being discussed.

FUNDRAISING ACTIVITIES: N/A

COLLEGE OF NEW CALEDONIA
CNC LITERACY SERVICES (VALT)
Burns Lake, B.C.
Lynn Synette (Coordinator) **Phone: 692-3175**

PURPOSE OF ORGANIZATION: Peer tutoring: one-to-one literacy tutoring for adults.

START-UP: An off-shoot of VALT program at College of New Caledonia main campus - started in Burns Lake, 1981.

STRUCTURE OF ORGANIZATION: A community volunteer board, and coordinator: sponsored by the College of New Caledonia.

FUNDING: Through the College of New Caledonia

LITERACY AWARENESS PROJECTS: Newspaper, T.V., radio advertising, speakers, open houses, support group, radio ads in Carrier language, literacy plays, posters about town.

INSTRUCTION/SERVICE PROJECTS: Bi-yearly tutor training sessions. Easy-read library form and application filling service. Evening workshop on how to fill out forms and applications.

FUNDRAISING ACTIVITIES: Grant applications.

COMMUNITY EDUCATION SERVICES
Burnaby School Board, Burnaby, B.C.
D. Jacob, Coordinator-Continuing Ed. Phone: 299-0611

PURPOSE OF ORGANIZATION: Adult and community education

START-UP: District acquired a P.A.C.S. lab

STRUCTURE OF ORGANIZATION: School District Structure

FUNDING: Public funding

LITERACY AWARENESS PROJECTS: we provide literacy education for a limited number of students, when we can find them. Raising awareness efforts focusses around brochure distribution.

INSTRUCTION/SERVICE PROJECTS: Drop in literacy program operated at Cariboo Secondary, 2 evenings a week, utilizing the I.B.B. Principles of Alphabetic Literacy laboratory.

FUNDRAISING ACTIVITIES: N/A

CONTINUING EDUCATION
Quesnel, B.C.
Peter Walsh, Principal **Phone: 992-5669**

PURPOSE OF ORGANIZATION: Adult upgrading, high school completion and school district sponsored community adult training

START-UP: Twenty-six years ago someone had a good idea we would help adults upgrade.

STRUCTURE OF ORGANIZATION: Elected school district trustees, principal, programmer, secretary and instructors.

FUNDING: Ministry of Education, based upon student full-time equivalent enrollments.

LITERACY AWARENESS PROJECTS: 3 brochures/year, word of mouth, newspaper articles, speeches in community, 25 years of courses.

INSTRUCTION/SERVICE PROJECTS: Upgrading classes mornings, afternoons, and evenings, high school completion courses in afternoons and evenings, equivalency courses, daytime and evenings, learning centre, tutoring.

FUNDRAISING ACTIVITIES: N/A

DELTA ABE/ESL PROGRAMS
Delta School District, Delta, B.C.
Betty Mackie, Program Coordinator Phone: 943-0293

PURPOSE OF ORGANIZATION: To provide learning opportunities for literacy, upgrading, English as a Second Language, and high school completion students.

START-UP: We started with a box of books, 1 teacher, a volunteer, 10 multi-level English students, no money and lots of good will from our director.

STRUCTURE OF ORGANIZATION: Director, programmer, E.S.L. coordinator, 5 night school supervisors, 68 teachers (or instructors), teaching assistants & volunteers, approximately 2200 students per year.

FUNDING: Through full-time equivalent funding formula, Ministry grants, Ministry of Social Services and Housing, Ministry of Health, Variety Training Center, Kwantlen College, government student assistance.

LITERACY AWARENESS PROJECTS: Many staff belong to and are active in Surrey/Delta Project Literacy, part-time advertising staff members print student newsletter, write articles, circulate posters, create brochures; shopping centre blitz (twice a year), local T.V. literacy shows.

INSTRUCTION/SERVICE PROJECTS: Two adult learning centres - child care provided 39 classes per semester, one to one tutoring through trained volunteers (2 training sessions/year) Approx. 650 students per semester/Computer Business Program (to equip unskilled women with high school completion & marketable skills) 1 high school completion centre (days) - 3 Senior Secondary Schools (nights) (approx. 500 students per semester).

FUNDRAISING ACTIVITIES: We have no mechanism in place at this time to raise funds.

DEVELOPMENTAL STUDIES (DVST 100)
Douglas College Maple Ridge, B.C.
Judy Crawford **Phone: 527-5000 or 467-6811**

PURPOSE OF ORGANIZATION: Adult literacy independence

START-UP: Identified community need

STRUCTURE OF ORGANIZATION: College structure

FUNDING: Ministry of Advanced Education, Job Training and Technology.

LITERACY AWARENESS PROJECTS: workshop setting - community awareness

INSTRUCTION/SERVICE PROJECTS: I-CARE tutor training

FUNDRAISING ACTIVITIES: N/A.

FRASER VALLEY EAST LITERACY ASSOCIATION
Chilliwack, B.C.
Jim Hall, Chair **Phone: 792-2959**

PURPOSE OF ORGANIZATION: To support the opportunity for Fraser Valley East adults to learn to read and write; to promote awareness of literacy opportunities in the area, and to build community networks to address these issues.

START UP: The association was formed at the conclusion of a community-based Learner Event in Chilliwack, 1989.

STRUCTURE OF ORGANIZATION: Volunteer membership of learners, tutors, and community members.

FUNDING: Membership donations, service club donations.

LITERACY AWARENESS PROJECTS: Shopping mall campaigns, speakers' bureau, hosting learner events, i.e. learning disabilities seminar, developing brochure which lists community literacy program, TV appearances, co-sponsoring community forum with the library, co-hosting the national touring play "Reading the Signs". We have sent a total of seven members to different conferences.

INSTRUCTION/SERVICE PROJECTS: We plan to focus on Family Literacy projects beginning fall 1991. Chilliwack Soroptimists are co-sponsoring one project with us.

FUNDRAISING ACTIVITIES: N/A. So far, we have survived on donations.

GOOD HEALTH EATING CLUB
Surrey, B.C.
Bev Meek, Coordinator **Phone: 591-7861**

PURPOSE OF ORGANIZATION: To reduce risk of poor nutrition during pregnancy and infancy by teaching functionally illiterate women to cook using recipes, to read labels, to balance menus, and to use low-cost foods.

START-UP: "Healthiest Babies Possible" is a counselling program for women at risk of having complications during preganancy or poor outcomes of pregnancy. Poor nutrition is one of the major risk factors for low birth weight infants. Most clients in this category are poorly educated and do not have knowledge or confidence to cook. Thus, the Good Health Eating Club addresses these issues.

STRUCTURE OF ORGANIZATION: The Healthiest Babies Possible Program is sponsored by the Surrey Community Resource Society which is administered by an Executive Director and answers to a board of directors. The Program is also responsible to an advisory committee

FUNDING: The Ministry of Health provides partial funding while other funds are raised by the Surrey Community Resource Society. The Good Health Eating Club is funded by the 90/91 Cost-Shared Literacy Project.

LITERACY AWARENESS PROJECTS: N/A

INSTRUCTION/SERVICE PROJECTS:
1) The Surrey Community Resource Society has produced a low-literacy guide to having a healthy baby: reading recipes, reading food labels, reading flyers, planning menus, recipes written according to guidelines of low literacy research. As well, a visual impact, low-literacy sticker has been produced. Both are available from the Society at a small cost to cover mailing.
2) The Good Health Eating Club as a whole is a "hands-on" learning experience.

FUNDRAISING ACTIVITIES: N/A (at this time). Phase II may have fundraising element.

GREATER VANCOUVER LIBRARY FEDERATION LITERACY ADVISORY COMMITTEE
Burnaby, B.C.
Ron Clancy, Director **Phone: 437-8441**

PURPOSE OF ORGANIZATION: The Federation is a cooperative of 8 lower mainland public libraries. The Literacy Advisory Committee was established to coordinate adult literacy programs, share information on literacy activities and to liaise with other literacy organizations in the province.

START-UP: Due to the initiative of staff from our member libraries.

STRUCTURE OF ORGANIZATION: The Federation has an autonomous board established under the Library Act and a full-time director.

FUNDING: Through provincial funds (Library Services Branch) and by an assessment on the member libraries.)

LITERACY AWARENESS PROJECTS: We have sponsored staff training workshops; Book Voyage; worked with the B.C. Library Association's Libraries-Literacy Link Project and liaised with literacy groups in the Lower Mainland.

INSTRUCTION/SERVICE PROJECTS: The Federation coordinates overall projects. Direct service is given by the member libraries:
Burnaby; New Westminster; North Vancouver City and District; Port Moody; Richmond; Vancouver; and West Vancouver.

FUNDRAISING ACTIVITIES: Projects are funded out of our base budget with special requests being made to the Library Services Branch for access to lottery funding.

INDEPENDENT COMMUNITY ADULT READING EDUCATION (I-CARE)
Douglas College region
Joyce Cameron or Carol Leyland **Phone: 527-5409**

PURPOSE OF ORGANIZATION: To provide reading and writing instruction to adults through trained, volunteer tutors.

START-UP: Special Ministry Project.

STRUCTURE OF ORGANIZATION:
- College supported (faculty, staff, materials)
- Volunteer Committee (I-CARE Committee) consisting of tutors and students

FUNDING: Ministry of Advanced Education Training and Technology.

LITERACY AWARENESS PROJECTS: see above

INSTRUCTION/SERVICE PROJECTS: N/A.

FUNDRAISING ACTIVITIES: N/A.

LITERACY GROUP
Tumbler Ridge, B.C.
Janet I. Hartford, Chairman **Phone: 687-5077**

PURPOSE OF ORGANIZATION: To provide free, individual, confidential help to adults who feel their lack of reading, writing, or arithmetic skills handicap them in their daily lives.
START-UP: Our public library called a meeting of people who might be interested in doing something for the Year of Literacy °°39X

STRUCTURE OF ORGANIZATION:
a) Volunteer board (chairman, secretary, treasurer, library rep, and other interested people) open to anyone.
b) A group of volunteer tutors.

FUNDING: $300 donation from Lions Club. $1250 grant from Municipality (plus free photocopying). School District 59 pays tuition for one adult student.

LITERACY AWARENESS PROJECTS: Article in both weekly papers. Notice and video on community channel. Brochure in library, union office, women's drop in centre, etc. Contact with major employers, local Canada Employment office, ministers, EFAP counsellors, sponsor children's reading circle at library, bonfire at Winter Carnival, Reading Tent at Christmas Craft Fair.
INSTRUCTION/SERVICE PROJECTS: A series of training sessions were held for the volunteer tutors. Six students are currently being taught by these tutors in their homes. Eight more tutors are in the wings, waiting.

FUNDRAISING ACTIVITIES: Contacted all levels of government: was told that Colleges had received all grant monies. Lions donated $300 start up fund. Steelworkers have offered money when it is needed. Not planning other "Fund Raising Activities" as we are using our volunteers as tutors, not fundraisers.

MOUNT PLEASANT LITERACY CLASS
KEC - BASIC EDUCATION DEPARTMENT
Mt. Pleasant Neighbourhood House, Vancouver Community College
Sally Gellard **Phone:** **875-6111 loc. 431 (VCC)**
879-8208

PURPOSE OF ORGANIZATION: Instruction - adult basic education group classes.

START-UP: A group of physically disabled adults asked us to deliver a class at the Neighborhood House - some of them had been denied access at the college.

STRUCTURE OF ORGANIZATION: Mt. Pleasant Neighborhood House partnership with Basic Education Department (KE Campus-VCC).

FUNDING: VCC King Edward Campus pays instructors' salary and materials. Neighborhood House supplies space and pays for child care.

LITERACY AWARENESS PROJECTS: Learners Events - 2 visits from other groups who use N.H. attending N.H. functions.

INSTRUCTION/SERVICE PROJECTS: Professional Development through King Edward Campus.

FUNDRAISING ACTIVITIES: N/A.

NANAIMO LITERACY ASSOCIATION
Nanaimo, B.C.
Inger Weber, Secretary **Phone: 753-3245**

PURPOSE OF ORGANIZATION: Raise public awareness, coordinate business and industry workplace literacy programs, coordinate volunteer literacy tutors, provide information on adult literacy programs.

START-UP: Volunteers met to determine how best to serve needs of community.

STRUCTURE OF ORGANIZATION: Volunteer board

FUNDING: Donations

LITERACY AWARENESS PROJECTS: Provide speakers to service clubs, business and industry, social service organizations.

INSTRUCTION/SERVICE PROJECTS: Coordinate volunteer tutors drop-in centre - information tutoring.

FUNDRAISING ACTIVITIES: Book sale, bingos, play.

PROJECT LITERACY ABBOTSFORD-MATSQUI
Fraser Valley College, Abbotsford, B.C.
Wendy Watson, Chair Phone: 853-7441

PURPOSE OF ORGANIZATION: To ensure that opportunities to learn to read and write exists for adults in the Fraser Valley.

START-UP: Participants at the 1988 Abbotsford Learner Event (Literacy: Exploding the Myths) identified the need for a community literacy organization and formed the core organizing group.

STRUCTURE OF YOUR ORGANIZATION: Volunteer board made up of learners, educators and community partners.

FUNDING: Community fundraising activities.

LITERACY AWARENESS PROJECTS: Touring performance of "Marks on Paper" by PLAM-sponsored literacy students. Local literacy symposia, learner conferences, speakers series, special events, media presentations, and speakers bureau.

INSTRUCTION/SERVICE PROJECTS: M.S.A. Hospital Basic Skills Upgrading Program: A workplace learning centre designed to meet the needs of shiftworkers at M.S.A. Hospital in Abbotsford.

FUNDRAISING ACTIVITIES: Casino, bingo, application to charitable foundations and local service groups, donations from performances of "Marks on Paper", membership donations.

PROJECT LITERACY HOUSTON
Houston, B.C.
Sandi Lavallie, Volunteer Coordinator Phone: 845-7266

PURPOSE OF ORGANIZATION: Provide opportunities for learning, raise awareness of literacy, encourage learning

START-UP: One-to-one tutoring 7 years ago.

STRUCTURE OF ORGANIZATION: Volunteer board, volunteer coordinator, volunteer tutors, board includes cross section of community.

FUNDING: No funding - volunteers

LITERACY AWARENESS PROJECT: Speaking to community groups, radio, paper, community agencies, public meetings.

INSTRUCTION/SERVICE PROJECTS: One-to-one tutoring for literacy and ESL. Basic Literacy tutor training, English as a Second Language tutor training.

FUNDRAISING ACTIVITIES: Applied for funding from various agencies, book sale, donations.

PROJECT LITERACY KELOWNA SOCIETY
Kelowna, B.C.
Maxine Veach, Coordinator **Phone: 762-2163**

PURPOSE OF ORGANIZATION: To train and assist volunteer tutors to work on a one-to-one basis with adults who wish to upgrade their literacy skills.

START-UP: After carrying out a 7 month pilot project, Maxine became aware of the number of potential clients and the continuing needs of those in the pilot project, so she enlisted interested people, who formed a registered society in 1986.

STRUCTURE OF ORGANIZATION: Volunteer Board of Directors

FUNDING: National Literacy Secretariat & Secretary of State for Immigration & Education; donations Central Okanagan Foundation, memberships, 2 local service clubs.

LITERACY AWARENESS PROJECTS: Approaching businesses & service clubs, using media, word of mouth, letters to provincial education departments, speeches to various clubs and groups.

INSTRUCTION/SERVICE PROJECTS: Twenty-two hour tutor training followed by monthly upgrading workshops presented by qualified tutor-trainer. Careful pre-assessment of tutors and clients, and matching them in pairs, with assistance available at all times from coordintor and trainer. Strict confidentiality ensured to clients.

FUNDRAISING ACTIVITIES: Requests to provincial and federal Governments, service clubs, businesses, sale of memberships & clients writings in "Our Words", raffle of unique quilt, garage/book sales.

PROJECT LITERACY PRINCE GEORGE
Prince George, B.C.
Murray Krause, Chair **Phone: 562-8102**

PURPOSE OF ORGANIZATION: Raise awareness of literacy issue, coordinate and provide information on resources available.

START-UP: A group of concerned individuals got together to discuss and to address the issue.

STRUCTURE OF ORGANIZATION: Now: Community partners, executive committee. Proposed: Community partners, board of directors, exec. committee

FUNDING: Currently a cost-shared project

LITERACY AWARENESS PROJECTS: Currently conducting assessment survey for outreach programs - have received learner event money to mount a production of "Marks on Paper".

INSTRUCTION/SERVICE PROJECTS: None at this time.

FUNDRAISING ACTIVITIES: Hope to use "Marks on Paper" community fundraiser.

PROJECT LITERACY SMITHERS
Smithers, B.C.
Sandra Fehr, Secretary, P.L.S. **Phone: 847-4461**

PURPOSE OF ORGANIZATION: 1) To raise awareness of literacy issues, 2) to train tutors, 3) to liaise between tutors and learners 4) to gather resource materials.

START-UP: Founding meeting for P.L.S., offered fall tutor training program (12 tutors) under instruction of Sandi Lavallie

STRUCTURE OF ORGANIZATION:
1) Volunteer board of P.L.S. 2) Volunteer tutors

FUNDING: Fundraising efforts by board members.

LITERACY AWARENESS PROJECTS: 1) advertisements: paper, cable, radio to attract learners, 2) offer tutor & ESL tutor training, 3) public speaking to service groups, 4) letters to service groups asking for support

INSTRUCTION/SERVICE PROJECTS:
1) tutor training (Sept '90),
2) tutor training (Feb. '91),
3) projected - ESL tutor training (Apr.'91),
4) projected - tutor training (May '91),
5) appeals to learners and liaison between learners & tutors.

FUNDRAISING ACTIVITIES:
1) letters to town and village council - no support
2) letters to service groups - limited support
3) speaking engagement to service groups - commitment of support

PROJECT LITERACY SURREY-DELTA
Ivengary Learning Centre, Surrey, B.C.
Mark McQue **Phone: 584-5424**

PURPOSE OF ORGANIZATION: To promote awareness of literacy needs and support literacy programming in our communities

START-UP: Group of concerned people came together and they contacted others they thought might be interested.

STRUCTURE OF ORGANIZATION: Coalition of representatives from educational and community organizations as well as members of community.

FUNDING: No funding directly.

LITERACY AWARENESS PROJECTS: Information booths in local malls - articles in local newspapers - special events, plays, awards, ceremonies, etc.

INSTRUCTION/SERVICE PROJECTS: None.

FUNDRAISING ACTIVITIES: We don't do any.

PROJECT LITERACY VICTORIA
Victoria, B.C.
Charlotte Bowie, Director **Phone: 381-3755**

PURPOSE OF ORGANIZATION: To raise public awareness of the problems associated with adult literacy and to develop and deliver adult literacy programs.

START-UP: A network of literacy service providers and practitioners identified the need for a coordinated approach to solving literacy issues.

STRUCTURE OF YOUR ORGANIZATION: Volunteer board of directors, staff director, program coordinators, working committees, learner involvement.

FUNDING: Cost-shared, School District #61, fundraising, donations, Peter Gzowski Invitational Golf Tournament (PGI).

LITERACY AWARENESS PROJECTS: Public information meetings, brochures, press releases, displays, public speaking, speakers forum, training volunteers, business survey, newsletter.

INSTRUCTION/SERVICE PROJECTS: Tutor training, one-to-one tutor learner matches, follow up and support of matches, library, peer counselling-tutor program, curriculum development advocacy-referral service, scribe service, liaise with all literacy programs.

FUNDRAISING ACTIVITIES: Peter Gzowski Invitational Golf Tournament, casinos, special events.

PROJECT LITERACY WEST KOOTENAY
West Kootenay - Trail, Castlegar, Nelson, B.C.
Sue Port, Regional Coordinator **Phone: 359-7564**
Wendy Tagami, Chairperson **or 362-6802**

PURPOSE OF ORGANIZATION: To promote literacy for all individuals and groups in the West Kootenays

START-UP:
In Feb.'90 workshop sponsored by B.C. Library Association; Mary Alice Johnson, Thomas Quigley; Mar. 31 Project Literacy West Kootenay Founding meeting; in Mar'90 Literacy B.C. Founding Meeting

STRUCTURE OF ORGANIZATION: Volunteer board composed of 5 people, paid Regional Coordinator (hired by board), smaller branch organizations whose structures have not been established yet.

FUNDING: Currently: federal/provincial cost-sharing project.

LITERACY AWARENESS PROJECTS:
- Letters sent to local churches, social agencies.
- Entered a float in a number of local parades in the West Kootenay
- Local T.V. interviews (Castlegar and Nelson)
- Newspaper interview in local paper
- Number of news releases
- Booth in the mall in Trail
- Talks to service clubs, Canadian Federation of University Women

INSTRUCTION/SERVICE PROJECTS:
- Tutor training
- One-to-one tutoring for learners

FUNDRAISING ACTIVITIES: Different from branch to branch - so far most donations are from service clubs.

PROJECT LITERACY WILLIAMS LAKE
Williams Lake, B.C.
Jeanne Suttis, Vice-President **Phone: 374-0123**

PURPOSE OF ORGANIZATION: Increase public awareness of literacy, provide one-to-one volunteer tutoring service.

START-UP: Interested members of community meet to educate themselves about literacy.

STRUCTURE OF ORGANIZATION: Volunteer board (9), executive (5)

FUNDING: Community and business support, our own fundraising, school district.

LITERACY AWARENESS PROJECTS: Ongoing newspaper and articles, public speaking. Displays in the community: malls, flea markets, grocery stores.

INSTRUCTION/SERVICE PROJECTS: Tutor program, volunteer confidential one-to-one tutoring, trained volunteers, informal and flexible, tutoring often done in homes.

FUNDRAISING ACTIVITIES: Continual canvas of business and service groups. Public appeals with flyers raffles, garage sales, bake sales, gift certificate promotions.

PROJECT READ
East Kootenay Community College, Creston Centre, B.C.
Betsy Brierley, Coordinator **Phone: 428-5332**

PURPOSE OF ORGANIZATION: To promote literacy, to match tutor volunteers with learners on a one-to one basis for purpose of learning to read and write.

START-UP: Initiated by East Kootenay Community College.

STRUCTURE OF ORGANIZATION: Educational institute - Community College

FUNDING: Provincial/Federal funding for B.C. Ministry of Advanced Education, Training, Technology/National Literacy Secretariat, Multiculturalism Canada

LITERACY AWARENESS PROJECTS: Advertising campaign, posters, radio, letters to agencies, recruit and train tutors.

INSTRUCTION/SERVICE PROJECTS:
Tutor training, tutor/learner sessions

FUNDRAISING ACTIVITIES: N/A.

PROJECT SECONDSTART
North Shore Continuing Education, North Vancouver, B.C.
Dr. Jim Kiteley **Phone: 986-8888**

PURPOSE OF ORGANIZATION: North Shore Continuing Education offers quality programs and educational services to adults in the community. Project SecondStart trains and coordinates volunteers to assist literacy and and E.S.L. students.

START-UP: 1982 - Special project money from the Ministry of Education.

STRUCTURE OF ORGANIZATION: Coordinator of Project SecondStart reports to program administrator of North Shore Continuing Education (School District #44).

FUNDING: ABE budget of North Shore Continuing Education.

LITERACY AWARENESS PROJECTS: Tutor training for volunteers. In addition, we are working on community awareness projects, such as community T.V. programs, business contacts and union awareness programs.

INSTRUCTION/SERVICE PROJECTS: Tutor training of 15 hours. Tutors are then placed in either ABE or ESL classes or connected with at-home students who need one-to-one assistance. Volunteers are also involved in community awareness activities.

FUNDRAISING ACTIVITIES: N/A.

"READ ALL ABOUT IT"
Langley Education Centre, Langley, B.C.
Kaye Wagner, Coordinator **Phone: 534-0333**

PURPOSE OF ORGANIZATION: To improve the literacy level of those readers in the Langley district who are functioning below the Grade Five level in reading, spelling or mathematics. To offer one-to-one trained volunteer tutoring to the above learners. To facilitate the continued literacy progress of the above students by adjusting programs to their improvement in literacy skills. Such adjustment takes the form of expanding the individual student's program under their supervised tutor, or by facilitating the literacy student's promotion to regular district Adult Basic Education courses.

START-UP:
1) Received part-time funding for an organizer
2) Convinced school board administrators of the need for a literacy program.
3) Relied heavily on volunteers to man the centre.

STRUCTURE OF ORGANIZATION: This is a school district-sponsored program. Coordinator is a teacher responsible to a resource school principal.

FUNDING: School District Number 35 funding.

LITERACY AWARENESS PROJECTS: Newspaper interviews, articles, photographs, meetings open to public, advertise in local Continuing Education Bulletin; reports to school board administration.

INSTRUCTION/SERVICE PROJECTS: Student assessment of reading, spelling and arithmetic ability; volunteer tutor training, matching students with tutors, street front location.

FUNDRAISING ACTIVITIES: Invitations and involvement of School District No. 35 board members and administration in social functions and educational presentations connected with our program.

THE WRITE PLACE
Parksville, B.C.
Liz Campbell, Karen Dawe,
Pat Lapalme **Phone: 248-4041/4042**

PURPOSE OF ORGANIZATION: To provide free of charge:
1) any scribe services, referrals & information to the public re: literacy
2) coordination and carrying out of tutoring for adults

START-UP: Individuals formed non-profit society, then applied for cost-shared grant, plus connection with Community College.

STRUCTURE OF ORGANIZATION: Volunteer board and three part-time paid office staff.

FUNDING: Cost-shared grant: Multiculturalism and Citizenship Canada National Literacy Secretariat, Provincial Ministry of Advanced Education, Training & Technology, and Malaspina College.

LITERACY AWARENESS PROJECTS: Presentations to local service clubs and organizations, and churches, bi-monthly newsletters, placement of brochures in business, interviews, press releases, mall displays, ads in papers, T.V. and radio.

INSTRUCTION/SERVICE PROJECTS: Tutor training: six all day sessions, workplace literacy, in-service for tutors, walk-in scribe services centre (resumes, applications, letters, forms, problem-solving, referrals, assessment).

FUNDRAISING ACTIVITIES: Garage sale, concession at Sandcastle Days (planned), walkathon (planned), letters and presentations to service clubs, membership drives.

TOTI:LTHET CENTRE
Samahquam Education, Mission, B.C.
Heather Stewart, Director **Phone: 820-1721**

PURPOSE OF ORGANIZATION: To provide high quality, holistic, culturally based and relevant education programs for First Nations people.

START-UP: By a grant from Indian Affairs to purchase the Pathfinder Learning System.

STRUCTURE OF ORGANIZATION: Volunteer Community Steering Committee of First Nation educators; affiliation with Fraser Valley College.

FUNDING: By Indian Student Support Program (I.S.S.P) from Indian Affairs, and by B.C. Ministry of Advanced Eduation.

LITERACY AWARENESS PROJECTS:
1) Working with local planning group for a Project Literacy Association (Mission)
2) Provide facility for tutor workshops

INSTRUCTION/SERVICE PROJECTS:
1) Provide full and part time literacy instructor
2) Will offer tutor training for native persons in Sept./91 and will train a native trainer
3) Provide a facility for reading and study skills instruction

FUNDRAISING ACTIVITIES: In planning stage.

VANCOUVER PUBLIC LIBRARY LITERACY COMMITTEE
Vancouver, B.C.
Judy Capes, Deputy Director **Phone: 665-3491 (Fine Arts) or 665-3594 (Literature)**

PURPOSE OF ORGANIZATION: To provide public library services to all citizens of the City of Vancouver.

START-UP: The Committee was struck to further the development of literacy policy and resources on the literacy issue, and to provide a reference point for community outreach and liaison.

STRUCTURE OF ORGANIZATION: Volunteer board appointed by City Council, director, administration and staff.

FUNDING: The library is funded through tax monies collected by the city of Vancouver and the province of B.C.

LITERACY AWARENESS PROJECTS: In 1991, we will expand our staff awareness programme, do TV interviews on Vancouver Public Library and literacy issues with lower mainland literacy groups, work with GVLF, LAC, BCLA Libraries - Literacy Link Project and Literacy B.C.

INSTRUCTION/SERVICE PROJECTS: Vancouver Public Library's Learning Centre programme with Vancouver Community College (KEC), literacy collections in 17 branches, resource files in subject divisions of the Central Library

FUNDRAISING ACTIVITIES: N/A.

VICTORIA R.E.A.D. SOCIETY
Victoria, B.C.
Melanie Austin, Executive Director Phone: 388-7225

PURPOSE OF ORGANIZATION: To provide quality assessment and individualized instruction to children and adults in literacy, math, study skills, English as a Second Language.

START-UP: We began in 1976 as a Learning Initiatives Project sponsored through the Victoria Learning Disabilities Association; later in 1976 became a separate organization.

STRUCTURE OF ORGANIZATION: Non-profit society founded in 1976 with the board of directors elected annually, staff consisting of executive director, teachers, support staff and volunteers.

FUNDING: Core program funded by fee-for-service with bursary assistance available, Adult Basic Skills and Adult E.S.L. funded through Canada Employment. WORDSTREAM PRESS funded through Canada Job Strategy. Bursary assistance funded through various foundations, grants and private donors.

LITERACY AWARENESS PROJECTS:
1) Developed a volunteer tutor program in 1988 called Learners' Network which has since become a program of Project Literacy Victoria.
2) Developed an adult Literacy Press in 1990 called WORDSTREAM.
3) Founding member of Project Literacy Victoria.
4) We have provided fifteen years of public awareness campaigns to parents, teachers and the public throughout B.C. to ensure a better understanding of the issues and to help us with our ongoing instruction to children and adults.

continued...

VICTORIA R.E.A.D. SOCIETY
Victoria, B.C. continued...

INSTRUCTION/SERVICE PROJECTS:

1) Adult Basic Skills - a three month full-time basic skills program to help adults develop literacy and math skills required to enter trades training or employment. Class size kept to 7 for optimum success
2) Writing Workshops - held weekly to encourage participation of learners throughout the Greater Victoria Region in our Learners' Press.
3) Individualized instruction in literacy, math, study skills or English as a Second Language.

FUNDRAISING ACTIVITIES:

1) Applications to Foundations
2) Special Events
3) Proposals for grant money from special funds, service clubs, Federal Government
4) Grants for Special Projects such as WORDSTREAM PRESS

VOLUNTEER ADULT LITERACY TUTORING
College of New Caledonia, Quesnel Campus, Quesnel, B.C.
Katie Molloy, Coordinator Phone: 992-3906

PURPOSE OF ORGANIZATION: to provide one-on-one tutoring for illiterate adults.

START-UP: College initiative

STRUCTURE OF ORGANIZATION: Post-secondary training institution.

FUNDING: Core funding from institution

LITERACY AWARENESS PROJECTS:
- Interviews on radio and local T.V.
- Open house - information sharing meetings with relevant agencies

INSTRUCTION/SERVICE PROJECTS: Tutor training, Literacy tutoring.

FUNDRAISING ACTIVITIES: Grocery store sales slips, donations.

VOLUNTEER TUTOR PROGRAM
Fort St. John, B.C.
Romi, Literacy Society, **Phone: 785-6981**
Cheryl, Northern Lights College

PURPOSE OF ORGANIZATION: The program is designed to train tutors and provide them for one-on-one tutoring of individuals wishing to learn to read.

START-UP: Applied for grant, ordered materials, began tutor training program.

STRUCTURE OF ORGANIZATION: Community partnership between community and the College, with College to assist in program start-up. Community will assume all aspects of program operations.

FUNDING: Initial funding came as a result of government grant: start-up costs to get program off and running.

LITERACY AWARENESS PROJECTS: Publicity through local media as well as posters, personal contacts and pamphlets.

INSTRUCTION/SERVICE PROJECTS: Tutor training: volunteers will provide individual tutoring of individuals from those classified non-reader to level 5.

FUNDRAISING ACTIVITIES: N/A, although such activities are presently being discussed - membership drives, possible raffles, etc. to handle costs once grant monies are exhausted.

VOLUNTEER TUTOR PROGRAM
Northwest Community College, Terrace, B.C.
Coordinator, Nathianiel Punell Phone: 635-6511 Local 255
President, Gillian Campbell

PURPOSE OF ORGANIZATION: Project Literacy Terrace was formed originally to establish a tutor trinaing program for adult learners not being reached by Northwest Community College.

START-UP: Representatives from various community organizations including the college, public library, Employment Canada and community agencies involved with pre-employment training came together.

STRUCTURE OF ORGANIZATION: Volunteer board with one employee, a coordinator, who will organize and run a tutor training program out of a centrally located office.

FUNDING: Received a grant from Multiculuralism and Citizenship Canada National Literacy Secretariat.

LITERACY AWARENESS: This project is only just getting off the ground due to delays in funding. We planned a media blitz and contact with a wide variety of community groups and organizations.

INSTRUCTION/SERVICE PROJECTS: There will be a drop-in centre which includes coordinator's office and literacy resource material. Tutor training sessions will be the first undertaking.

FUNDRAISING ACTIVITIES: N/A.

VOLUNTEER TUTORING PROGRAM
Vernon-Kalamalka Campus, Okanagan College, Vernon, B.C.
Lloyd Mitchell, Coordinator Phone: 545-7291

PURPOSE OF ORGANIZATION: To provide free tutoring to any adult requesting assistance with literacy related skills.

START-UP: Chairperson of Okanagan College encouraged Board to support establishment of program.

STRUCTURE OF ORGANIZATION: One part-time coordinator (16 hours per week) is on staff of developmental Programs division.

FUNDING: Okanagan College budget.

LITERACY AWARENESS PROJECTS: Community Cablevision TV appearances, radio and newspaper presentations - usually in September.

INSTRUCTION/SERVICE PROJECTS: Twenty-five tutors provide assistance on one-to-one basis in private homes, church offices, etc. to 32 adult learners.

FUNDRAISING ACTIVITIES: Have received assistance from Silver Star Rotary Club to cover limited expenses associated with tutor training and appreciation.

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I'm Not Stupid: I Just Can't Read. KCTS TV (Channel 9), Seattle.
[Not currently available: litigation pending]

Invergarry: Not Just Another School.
Available from: Women in Focus, Arts and Media Centre, 849 Beatty Street, Vancouver, B.C. V6B 2M6 Tel: (604) 682-5848

It Works Both Ways. Access Network (Access Alberta).
Available from: Access Network, 295 Midpark Way S.E., Calgary, Alberta T2X 2A0 Tel: (403) 256-1100

Journeyworkers. Access Network (Access Alberta)
Available from: Access Network, 295 Midpark Way S.E., Calgary, Alberta T2X 2A0 Tel: (403) 256-1100

Libraries and Literacy. 8 min., video. British Columbia Library Association.
Available from: British Columbia Library Association, #300-3665 Kingsway, Vancouver, B.C. V5R 5W2 Tel: (604) 430-6010

Meetings, Bloody Meetings: starring John Cleese. 30 minutes, film; includes supplementary booklet: "How to Run a Meeting"
Available from: International Tele-Film Enterprises, 1200 W. Pender Street, Vancouver, B.C. V6E 2S9 Tel: (604) 685-2616

More Bloody Meetings: starring John Cleese. 30 minutes, film; includes supplementary booklet "More Bloody Meetings"
Available from: International Tele-Film Enterprises, 1200 W. Pender Street, Vancouver, B.C. V6E 2S9 Tel: (604) 685-2616

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Available from: Greater Vancouver Library Federation, #110-6545 Bonsor Avenue, Burnaby, B.C. V5H 1H3 Two: (604) 437-8441

Somebody Called Ernestine. Jeffrey Howard.
Available from: Jeffrey Howard Producations, 893 Shoreline Drive, R.R. #1, Site 118, C-56, Parksville, B.C. V0R 2S0 Tel: (604) 248-9311

Story Time. 5 min, video. Adult Education Services, Sherbrooke, P.Q.
Available from: Adult Education Services, 2365 Galt St. W., Sherbrooke, P.Q., J1K 1L1 Tel: (819) 566-0250.

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